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## The Junior College Curriculum

[EDITORIAL]

What shall be the distinctive contribution of the junior college during the next decade? Many leaders believe that it must be in the field of curriculum. Heretofore, owing to the many necessary adjustments of the junior college to existing educational organization, interest has been directed mainly to the administrative aspects of this new institution. As a result of the endeavors to establish legitimate purposes and define the scope and function of the junior college, much of the literature concerning it has been promotional in nature. Administrative problems have been widely discussed and a few patterns have been generally accepted.

On the other hand, however, except in comparatively few instances, the curriculum of the junior college has received only minor attention. It has differed little from that of the first two years of the senior college or university. The literature dealing with the curriculum of the junior college generally follows the usual course of grouping and regrouping various courses whose content has become fairly well fixed in our scheme of education. Such a procedure appears to be based upon the time-honored assumption that an orderly selection of subject-matter, presented to the student in

a stipulated sequence for a specified length of time, will achieve desirable educational results. Attempts at uniformity of courses have resulted in the development of elaborate syllabi, extensive examinations, and considerable uniformity of course descriptions.

Because they have felt the necessity of achieving recognition through standards, junior colleges have not generally gone forward freely in curriculum development by defining their aims and purposes, except in conformity with the established order of things. Their aims and purposes, while freely stated, have been largely in terms of administration. Their curriculum practices have reflected faithfully the practices of four-year institutions at the junior college level.

There seems to be small hope that the junior college will make its distinctive contribution until it shall adopt curriculum procedures based upon other premises. If there is a philosophy peculiar to the junior college it should be stated. The aims of education at the junior college level should be determined. These should be comprehensive and should be in accord with the considerations fundamental to curriculum construction. These aims should



be so related to the interests and abilities of students of junior college age that materials and pupil activities will grow out of them logically.

It is possible that junior colleges may profit by some of the results of recent curriculum developments at the elementary school level. It has not been long since there was general belief, even in the elementary school, in the supreme efficacy of subject-matter logically arranged and systematically presented. Recent developments, however, have shown the desirability of a curriculum which endeavors to provide meaningful experiences as a basis of learning, leaving the choice of necessary subject-matter to be determined in terms of these experiences. While there are, no doubt, differences in the extent to which this point of view may be effective in the elementary and the higher levels, it would seem that these differences may be primarily due to differences of the individual at various stages in his development, rather than other differences fundamental to the learning process.

Procedures for curriculum study and revision should involve the co-operation of all faculty members in stating the aims of education in the junior college. This should be done first without special regard for the lines that usually divide the several subject-matter fields. When these aims have been stated, each subject group should state the aims to which that particular field of thought might contribute. Constant attention should be given to the points at which subject fields may co-operate in achieving certain desirable outcomes.

Some such procedures, followed

consistently from year to year, should result in further development of curriculum techniques. They should also show a wholesome effect upon teaching. No doubt they would go far toward determining the real place and function of the junior college.

DOAK S. CAMPBELL

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#### PLANS FOR CANAL ZONE

Unless depression conditions force a change of plans, it is expected that a junior college will be organized in the Canal Zone in the fall of 1933. Estimates and plans for enrollment, curriculum, building needs, costs, and similar features are now being prepared by Everett B. Sackett, Director of Research for the Division of Schools.

The United States government will erect a temporary building at Balboa Heights, pending appropriations from Congress to erect a more suitable and larger building. The permanent project will probably not be possible for another five years. The Canal Zone high schools are graduating annually hundreds of boys and girls who are anxious for higher education, but who are precluded from obtaining it because of the expense involved in traveling to the United States and in living there, away from their families, for a period of years. Because of the crowded conditions prevailing in the high school at Balboa, where the new junior college will be built, only the upper story will be used for the advanced students. The college will be open to children of employees of the Panama Canal and Panama Railroad and to certain students who make their homes in the republic.

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## Education and the Times

JAMES A. BLAISDELL\*

It is always inspiring and uplifting to have the privilege of sharing in any occasion when a community celebrates the completion of some noble and constructive achievement in its civic life. It is not simply that it reinforces one's faith in democratic society and its capacity to realize progressive ideals but it is also because such an occasion seems inevitably to communicate its inspiration and momentum to everyone who participates in it. It is as when one hears a band playing a march tune. He certainly is not a member of the band, he has in no sense paid the piper, and he may have no possible right, whatever, to share in the celebration, but nevertheless, as he hears the music, he inevitably falls in step; he straightens his shoulders; he lifts his head and he goes to his own task a better and a braver man. I bring you therefore not only my congratulations on the completion of this beautiful and commodious structure but also this expression of my gratitude for the privilege of association with you in the inspirations of this achievement.

I could well take this whole opportunity in speaking to you of the beauty and adequacy of this building and in felicitating you on the nation-wide good fame of your schools. It is everywhere recognized

that this community has been distinguished for its achievements in public education. You have honored both your own names and the Chaffey name not only by the buildings which you have erected here, but even more by the educational qualities and ideals which you have achieved. It is all a most inspiring history which you ought to cherish as a great community distinction and which should create both a civic pride and also a sense of high obligation for the future. As a neighbor who has again and again been stirred by your achievements I pay you a tribute of gratefulness and appreciation.

But you would not wish me to speak to you in terms of congratulations only. I am sure you would desire me to call to mind some of the deeper and significant considerations which this event suggests. Let me then, first of all, remind you of the fact that this new building, noble and beautiful as it is, is after all the material result of something which is far more fundamental than the building alone. The important fact is that this building is the product of a certain deep inner urge which moves within us all as human beings, which is indeed our essential characteristic as human beings, and which is insistently demanding that we seek higher and higher levels in our educational life. This inner urge is the real thing which has brought this day and this achievement; and of some of the phases in which this

\* President of Claremont Colleges, Claremont, California. An address given at the dedication of the new building of Chaffey Junior College, Ontario, California, April 8, 1932.

inner movement is just now expressing itself and which are of special importance at this moment I wish to speak to you.

The dedication of a junior college building, in particular, seems to me to have its special significance not so much in the completion of a single building and in the proper housing of a single institution or in its expression of the ideals of a single community as in the very real visualization it presents of this inner and deeper movement toward education as it is taking form in our day. Whatever one may think of the junior college as a new and re-organizing participant in our educational system this one thing is obvious, and it is this one thing which we do well to recognize. The dedication of a junior college, rising as it does above the other ranges of our common school education, is a visual re-emphasis of the fact that the human spirit is ever seeking higher levels of outlook and that, just because it is of this essential nature, it must be expected that it will continuously demand higher and more inclusive organizations through which it may diffuse itself more adequately into society.

I shall presently return to this statement to dwell upon its significance. Let me first of all, however, re-emphasize also another old and obvious but neglected fact, namely, that the essential value, indeed the essential reality, in our world is not buildings nor institutions nor organizations. It is, of course, the man himself. It is what he himself thinks and is. He is himself the *res potens* and the *res valens*. His growth into dominion and the development of himself and his fellows into an effective society—the

thing we call "civilization"—this is the one and only consequential and essential value. This tide of the human spirit as it arises, floods new apparently waiting areas and bears new commerce to new harbors—this is the great History. And Education is not buildings nor methods nor systems but it is the development of this man; and this, and this alone, is Education.

To this business of education, organizations and institutions are indeed the tools but they should never be thought of otherwise. They are wholly the creation and the implements of the spirit as it seeks to express itself or enrich itself or achieve its future. To be sure they act and react on the inhabiting life, as will this superb building; but always, seen in their right definition, they are consequential only as the temporary and transient tools of a greater master who may presently pass them aside. Big and beautiful and important as they are, they must nevertheless always be thought of only as one thinks of the oil wick or the tallow candle or the kerosene lamp or the electric light, each to be discarded when it has served the great purpose.

Now the fine thing about this community seems to me to be that you have so largely kept in mind this great and essential aim of education. You have built fine buildings like this one but you have thought of them, I believe, as after all essentially the tools of a purpose, and I think that I can therefore speak quite frankly in emphasizing the importance of this viewpoint especially in the anxious and perplexing days when everything is called to give serious account of its efficiency and economy.



It is from this point of view then that we ought to see all our public educational life and organization. It ought to be made to show its genuine service to the real cause of education. We ought to be able to say of every cog and wheel, every brick and book in our educational system: This really does the thing; this really helps to educate. This judgment is indeed not easy to make. Let me point out some of the complicating perplexities, especially as they are appearing at the present moment.

Take for instance the curious and confused fashion in which this inner urge for education seems to produce and shape its organization. It is often a very clumsy and confused process. For example, there seems to be no chronological order of development. A pre-kindergarten school which one might well think would be the first invention of the educational process is one of the latest. Again, colleges have historically preceded secondary schools with the consequent establishment of unnatural requirements and standards. Or again different regions and societies invent different organisms and institutions and then, as if these were the thing in itself, seek to petrify them with the added result that, as the regions are brought together or amalgamated by the increasing contact of our day, the result is institutional conflict and confusion. Compromises in organizations are then made and societies are loaded with duplicating and competing institutions until chaos and waste is the inevitable and unfortunate consequence.

One has only to look about into our own state to see an outstanding example of this kind. Many states,

perhaps most states of the East, are single regions. In this state we have numerous large and distinctly separated regions and in each of these regions the inner urge is emphatic. We have two great metropolitan areas four hundred miles apart. We have the Shasta region, the Sacramento district, the San Joaquin Valley, the San Diego territory, the Imperial Valley, each almost a state within itself with its own regional life and educational organization, with various types of duplicating organizations administered in different ways and at varying tuitions and all of them at this time brought to book in these days by the desperate need for economy. Surely if there ever were a state in which there was need of thoughtfulness as to how education could most genuinely, freely, and adequately and yet economically function for the common good it is our own state of California.

On such an occasion as this, one is reminded also that the task and sphere of public education has greatly enlarged. Consider how enormous has been the increasing task of research. As the circumference of knowledge enlarges, the number of problems and the need of increased specialists develop in geometrical proportion. As research has harvested its results and as the problems of wider and more varied social contacts have multiplied the investment in education is obviously both increasingly expanded and increasingly imperative. We have also the problem of growing leisure sure to be a solemn threat to all our social future unless that leisure can be intelligently occupied. We have a high compulsory school attendance law which compels all

our schools to furnish a program not only educational but also occupational and recreational and to all types and classes and varied abilities of all our population under eighteen years of age. And for good measure we have a social and economic condition which seems constantly to make it more and more difficult for youth to find entrance into self-support and to secure an economic foothold, a situation which demands increasing maturity and preparation.

Once more allow me to point out that the task of education has been greatly expanded by the service which we must render to mature life. The very bases of democracy rest in the existence of an intelligent and wise citizenship. In a democracy ignorance spells inevitable chaos. The task of maintaining an informed and judicial public mind is fundamental. Yet this task is far more difficult than formerly. Of old one could rely on the adequacy of the knowledge acquired in youth as of measurably permanent guidance. This can no longer be true. Research daily revolutionizes knowledge. Travel, invention, increased contact and varied occupations and interests have infinitely increased both the number and intensity of the problems regarding which one must be provided with authentic information if in any sense he is to maintain intelligently an economic, social, occupational, national, and international citizenship. It seems doubtful whether there is any educational area more needy and certainly less possible of economy than is adult education. And to anyone who foresees the future with any discernment it would appear that there is no other

field having a more genuine demand and no other interest which is likely to be more consequential in its worth-while reaction upon our whole educational life.

I shall mention only one other thing which complicates this great task and yet I am inclined to think it may be our heaviest encumbrance. I refer to the tendency to measure all our efficiencies and to compare ourselves in such efficiencies in terms of organizations rather than by the more real and essential values for which these organizations exist. We do know well that to be educated is more than to have a diploma and we do want the real thing. But we are prone to yield to the more common and superficial estimates. Block by block we have built up what we call an educational "system" and that system seems to us the whole thing. We want to travel with "the best" and "the best" get a diploma from "the system." And because we want to get through the system we invent marks and credits which are the currency of the system and with which only can one buy his diploma. Having invented a system, we assume that all growth must be organized to the terms and into the categories of the system and paid for in the coinage of the one currency. We even insist that all vocational and occupational skill must be compelled into terms of grades and credits. The organization becomes a fetish. It has come to this result that we do not let things grow in their natural way. We do not let them function as they need to function. Have we not a school system?—we say. Why not use it?—we say. The result, I am sure, is unnecessary waste and the supreme

peril is that we seem able to think only in terms of a "school system" and that a diploma may have a higher social value than an education.

There are many things to indicate that at this moment as a state we are coming face to face in a very demanding way with the question: What really does educate? The financial situation is imperiously requiring a thoroughgoing answer. The problem is a difficult one as I have pointed out. Education is an imperative business. We diminish or neglect it at the peril of the State. It must reach up and out into new areas as this occasion so well indicates. What can we do? The only answer that I can see is in the direction from which so many answers come. Let us be genuine. Let us be ready to forget what we call our "systems of education." Let us be ready to go back to first principles. Let us ask how people are really educated. Let us ask how men and women are really made ready for the tasks of life. Let us ask how we can remold our organization to the lines of these fundamental facts. And then, having so done, let us, as a first charge upon our duty as citizens, pay the cost of this great task.

I come back now to the statement with which I started. Beyond any question the establishment of the junior college in California, the establishment of this college, if you please, is again the impressive outreach of the mind to appropriate a new and more complete domain. It is nothing less than the "lift" of civilization that it may have also a wider and more pervasive influence. Like the up-surge of the free high school fifty years ago, it marks, at

least among us, an epoch in the forward march of civilization. It is a re-revelation of the nature of that spirit which is the motive force in all real education.

What I covet for you is that with the genuine sense of values which is characteristic of this community you value this college as a noble building, indeed, but as a building which some day must and should pass, as an institution, indeed, but as an institution which is the servant of the human spirit, and as a garment which the spirit wears. Most of all I covet for you all today something which is deeper and richer than either of these things. I covet for you the consciousness that in this day's doings your essential achievement has been the establishment of a higher spiritual privilege—an ampler freedom of the mind and the essential riches of a better community and that, in so far, you have had your place and done your part in the timeless aspiring of humanity.

I cannot conclude without emphasizing one other significant feature of this day's achievement. This building has been erected in the midst of days of severe financial strain. The shadows of deep economic suffering are on us all. Yet in these days you have kept your loyalties to those priceless things which lie at the very foundations of our common life. It takes both insight and courage to maintain such a citizenship at this time. Someone has said that "Character is what a man is in the dark." There is one sentence which I hope may become a rallying cry for this whole nation in these troublesome times, "Character is what a state values in days of poverty."



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## Professional Reading in Junior Colleges

DOROTHY SCHUMACHER\*

In discussing the professional reading of junior college students I shall consider only those students who have already chosen a vocation. I realize that it is one of the functions of a junior college library to aid in vocational guidance, at least by the provision of books and pamphlets on the choice of a vocation, but I believe that helping students in the choice of a vocation, while related to, is distinct from the problem of encouraging professional reading, and that it is a problem that deserves separate consideration.

Since most junior colleges offer courses which prepare definitely for the professions, and since many offer semiprofessional or terminal courses, which provide a complete training during the two years of junior college, it is safe to assume that a large proportion of our students have decided upon the line of work which they expect to follow, before entering junior college. As a matter of fact, I discovered that in our own college that proportion is surprisingly large.

The desirability of introducing these students to the literature of their prospective profession and of encouraging the habit of reading along professional lines would seem to be apparent to any librarian who

takes seriously the duty of cultivating in her patrons the reading habit. There may be some question as to whether junior college students are not too young and too untrained to understand or appreciate literature of a truly professional nature. I have noticed on the part of those to whom I have mentioned this subject a tendency toward raised eyebrows and the implication that professional literature and junior college students were not to be mentioned in the same breath. The difficulty eliminates itself, however, if we make our definition of professional literature broad enough to include any material, no matter how elementary or popular in style, which deals with the student's chosen field of work. Any objections on the score of the student's immaturity are more than balanced by the opportunity to make the most of the youthful enthusiasm and interest which usually accompany the initial choice of a career, which may, however, become somewhat dulled by hard work toward the end of a long course of preparation, as required work becomes an ever increasing burden.

### PROCEDURE AT CRANE

The personnel department at Crane Junior College interviews each student some time during his first semester, in order to obtain for its records a complete statement of the student's interests and

\* Librarian, Crane Junior College, Chicago, Illinois. This paper was presented at the Junior College Round Table of the American Library Association at its annual meeting at New Orleans, April 27, 1932.

activities, both in school and outside. In order to ascertain to what extent students are actually thinking and reading about the work by which they expect to earn a living, I asked the personnel department to include in their list of questions this semester several relating specifically to the matter of professional reading. The following questions were asked:

Have you decided on the profession or vocation which you intend to follow?

If so, what is that profession or vocation?

What have you read concerning the work which you expect to do? (Mention either books, magazines, or pamphlets.)

Do you read a professional magazine regularly, either at home or in the library?

Would you read more of this kind of material if you had more time?

Would you read more if you knew of interesting and readable books on your subject?

Up to the time this paper was written, 357 students had been interviewed. Of that number only 25 said they were undecided about their vocations or did not know what they wanted to do. Of course I do not know how many decided on their life work at the moment of answering the question, but I think it is safe to assume that most of them had given the matter some previous thought, especially since only 70 out of the 331 who had decided admitted that they had not read anything on the vocation they intend to follow. The 262 who had done some professional reading had read from one to ten books and magazines each. The largest number (100) mentioned only one book, one magazine which they read regu-

larly, or in some cases merely an article in a general magazine, which dealt with their profession. Nine students had read six or more titles, including books and magazines. A detailed analysis indicates only slight variations in the different professions, those who are preparing for medicine, law, and chemistry making a better showing, as far as quantity of reading is concerned, than those preparing for business or engineering. A similar study made of an advanced psychology class consisting of better than average students shows what we would hope and expect, that a larger proportion of these students are reading professional literature. Only one out of a class of 23 reported nothing read, while 15 had read three or more books.

#### DEFINITE READING INTEREST

These figures, together with my own observations on the kind of books students read, seem to indicate that there is a definite interest in professional literature. This interest can be in part definitely credited to the vocational guidance activities of the junior and senior high schools. It is in part also a natural interest, due to the fact that young people at the age of seventeen, eighteen, and nineteen years realize the seriousness of the problem of making a living and are vitally interested in anything which they think will help them solve it. This is especially true, no doubt, in a municipal institution, such as Crane Junior College, and may be especially true in a time of economic depression.

I am not trying to make anyone believe that all of the 3,400 students at Crane Junior College are reading

professional literature with avidity, or that I think they are. I know that there is a group who are alert and keen enough to find by their own efforts the best material of that sort which the library has; I know there is another much larger group of potential readers of professional literature who will respond to simple methods of encouragement and suggestion; and I know that there is also a group which is so indifferent that only individual attention and strenuous effort can reach them, if anything can. From my own experience I should say that the librarian working under normal conditions and having the usual limited book fund will be kept more than busy and will find her collection of books on the professions taxed to the limit if she provides for the needs of the first two groups, and that she will have little time or energy left to worry about the last group. At any rate, I have no suggestions to offer on how to deal with that problem.

Students' professional reading falls into two categories, the required and the voluntary types. The amount of professional reading which is definitely assigned and required for class work depends upon the courses offered, the resources of the library, and the zeal and interest of the instructors. The librarian's responsibility is just what it is in regard to any other collateral reading—to provide the necessary material, to make its presence in the library known, and to make it available for use. It is in the encouragement of voluntary reading of professional literature that we as librarians are chiefly interested, and the subject may be regarded as one aspect of the recreational reading

problem, or perhaps I should say of the reading guidance problem.

#### EXPERIENCE IN OTHER COLLEGES

In securing data for this paper, I resorted to the usual method, especially necessary when there is little or no material on one's subject in print, and sent out questionnaires inquiring about the methods used by junior college librarians to encourage professional reading. I sent my questionnaire to the librarians of municipal junior colleges which had enrollments of 200 students or more. The enrollment figure was selected more or less arbitrarily, because I was interested primarily in schools of larger enrollment. It seems to me that the problem of reading guidance along any line must assume an entirely different aspect when it is possible to give individual attention and when an intimate knowledge of the student's ability and interests is possible. The methods used in very small schools, wherever they differ from the universal practices, may be more simple and direct, and probably much more effective than any that can be devised for larger groups.

Replies to the questionnaire indicated that the methods used to encourage professional reading are on the whole the same that are used to encourage voluntary reading of any type—bulletin boards, displays, newspaper articles, etc. There are a few suggestions, however, which are particularly suitable for fostering professional reading, which may prove helpful to other librarians. The English department in some schools has included in its outside reading lists for the required course—rhetoric and compo-



sition courses—books of a professional nature. No one is required to read any given title, but it is assumed, or hoped, that a book such as Bishop's "Goethals, Genius of the Panama Canal" will attract the engineering students, and that biographies of musicians, such as Huneker's lives of Chopin and Liszt, will appeal to prospective musicians. Some schools include professional magazines among those which English classes read in their study of current periodicals. One librarian reported that in freshman English classes a term paper is written upon the vocation which the student is considering. In his bibliography, the student must include a biography of some person who has been an outstanding member of this profession, magazine articles on the subject, and a number of collateral readings. In another school, in the orientation course, one part of the library problem required of each student is to locate in the library material on his chosen line of work. This serves to call his attention to the professional books and magazines in the library.

I have found co-operation with student organizations an effective method of bringing new books and magazines to the attention of the group which should be most interested in them. This takes more time than I have to give at present, but it is, I sincerely believe, well worth the time spent if one can manage it. There are a number of professional clubs at Crane Junior College—the Pre-medic Club, the Blackstone, the Commerce Club, for example. The plan is to notify the president, or any other designated person, when books are received which will interest the members, with sugges-

tions that they be used as material for programs, or if that is not practicable, that the members be informed that the library has these books and recommends them. To go through magazines each month for articles which might be of interest to these clubs requires a great deal of time, but is a valuable and much-appreciated service when it can be given. In a number of cases these organizations have done their share toward encouraging their members to read professional literature by using some of their funds to buy books for the library or to secure professional magazines which the library itself could not afford.

One librarian reported that if she had time she would like to make a list of magazine articles on professional subjects each month, similar to "Ten outstanding magazine articles of the month," to be posted on the bulletin board. This same librarian wrote that her chief difficulty was lack of funds to provide this sort of material, but that if she could afford to have a good, attractive collection of books on the professions she would encourage their use by extending the loan period from two weeks, the usual time-limit for books, to one month and would reduce the fines from five cents to two cents per day.

#### ADEQUATE BOOKS ESSENTIAL

This brings me to what I consider the most important means of fostering professional reading, i.e., the provision of an adequate supply of readable, attractive books on the professions, particularly on those in which the school offers definite training courses. It is the most important means because unless the library has books and other ma-

terials which the students will enjoy reading, it is futile to try to introduce them to this field of literature and all methods become useless. One librarian made this comment: "At present I am undecided whether the lack of interest in such reading is due to lack of material or whether the lack of material is due to lack of demand." The answer to that question will never be known until the vicious circle is broken and some new books provided. Another reason for considering the provision of suitable material as most important is that it is something that even those librarians who are most pressed for time can do, assuming of course that there is some money in the book fund. I suppose that the problem of an inadequate staff is a fairly universal one—certainly I have never met a school librarian who had time to do all the things she wanted to do. The wise selection of material does, of course, take time and thought, but this is not quite so hard for most of us to manage as to find the time for initiating new projects, planning and arranging exhibits, making lists, etc. Furthermore, my experience has shown that the use of this material will take care of itself, at least to an extent which justifies its purchase. I have watched particularly during the last few months the new professional books which have been added to our collection, and although they were simply put on the shelves without any advertising, they have been in constant use. If one's book fund allows for anything other than material for collateral reading, the purchase of books on the professions is not only justified but extremely important.

The books which are suitable for the professional reading of junior college students fall into the following classes:

1. Books written definitely for persons entering a profession, usually combining information and inspiration. Example: Sackett, *The Engineer, His Work and His Education*.

2. Biographies of persons prominent in the professions. Example: Cushing, *Life of Sir William Osler*.

3. Books on various phases or activities of the professions which are popular in style and intended for the layman, but for that reason particularly suited to beginners. Example: Starrett, *Skyscrapers and Men Who Build Them*.

In addition to books there are some useful pamphlets, and many professional magazines that are suitable for junior college students. The latter are especially valuable, and incidentally especially expensive, if one has many professions to provide for. A clipping file is useful if the librarian has time to search for material and keep it in order when she has found it.

Because the suggestions in regard to useful books and magazines which came to me from librarians and from students were extremely interesting and helpful to me, I have ventured to prepare a list of material suitable for professional reading of junior college students, which I hope will prove helpful to others selecting this sort of material.<sup>1</sup>

<sup>1</sup> Copies of this mimeographed list, covering material on agriculture, architecture, aviation, business, chemistry, engineering, law, medicine, music, social work, teaching, writing and publishing, and miscellaneous vocations, may be secured by writing to the author.

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## The Junior College Idea in Oklahoma

HENRY G. BENNETT\* AND SCHILLER SCROGGS†

The President of Oklahoma Agricultural and Mechanical College and the Director of Administrative Research and of Admissions were called upon last year by the incoming State Board of Agriculture for a partial survey of Cameron State School of Agriculture, a state-supported junior college. The Oklahoma State Board of Agriculture is the board of control for three junior agricultural colleges and two senior agricultural colleges. In addition to the district agricultural colleges and the state college at Stillwater, Oklahoma also supports

four other junior colleges, six teachers colleges, a college for women, and the state university.

In fairness to President C. M. Conwill, who assumed the presidency of Cameron since the survey upon which this article is based was made, it should be recorded that efforts to correct the conditions reported herein are under way, although the writers have no direct knowledge of what has been accomplished.

### BASIS FOR COMPARATIVE DATA

The object of the Board in ordering the survey was not only to get a picture of conditions in a typical state-supported junior college, but also to determine the suitability of a technique developed by the Division of Administrative Research of the President's Office as an instrument for the annual survey of all institutions of higher learning under its management. The greater part of this technique has now been applied at Oklahoma Agricultural and Mechanical College for four consecutive years, and the results have been published in detail in the President's annual reports.<sup>1</sup> The technique concerns itself not with teaching but with conditioning facts surrounding teaching. It is advocated by the writers as a method of assembling comparative factual material for all state-supported institutions of higher learning in the commonwealth, to be used by the central co-ordinating board that is

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<sup>1</sup> Technical description of method, being of interest to the special reader only, is not given in this article. Those who wish to examine the statistical procedures are referred to the following publications, available upon request (address President's Office, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma):

Henry G. Bennett, *et al.*, "An Educational and Financial Accounting," *Oklahoma Agricultural and Mechanical College Bulletin* (January 1929), Vol. XXVI, No. 1, Part I, pp. 9-166; Part II, pp. 5-27.

Henry G. Bennett, *et al.*, "An Educational and Financial Accounting," *Oklahoma Agricultural and Mechanical College Bulletin* (January 1930), Vol. XXVII, No. 9, pp. 6-98, 117-35.

Henry G. Bennett, *et al.*, "An Educational and Financial Accounting," *Oklahoma Agricultural and Mechanical College Bulletin* (January 1931), Vol. XXVIII, No. 1, pp. 127-52, 180-259.

at present provided by statute. The plan may, it is hoped—as soon as finances permit—be extended at least to all institutions under the control of the Oklahoma State Board of Agriculture. Such a statewide survey would make possible an adjustment of competing institutional claims for support, and would aid in subduing the most vicious problem in state-supported higher education.

#### METHODS AND TECHNIQUES

The procedure in the Cameron survey covers the following topics: (1) the student body, (2) the faculty, (3) institutional finance, (4) physical plant, (5) unit costs of instruction. Statistically, the method is chiefly that of tabular analysis of comparable data arranged to reveal general trends and central tendencies.

In the study of the student body, analyses were made of class and departmental enrollments over a period of five years, together with percentage distribution of present enrollment; an age-grade table for the present year; the occupational background of present students, arranged according to their year in college and their choices of majors; the extent of territory served, by distances and counties drawn upon; and the nature and extent of student self-support, which constituted a special problem at Cameron.

The faculty study embraced service loads in terms of weighted (allowance made for preparation and paper-grading) and unweighted (without allowance for out-of-class duties) hours of teaching service, student-clock-hour loads, nature and extent of non-teaching services (including public, institutional, and

departmental services, as well as research), size of classes, length of service, salaries, academic preparation and experience, and instructors' grades.

The institutional finance inquiry analyzed from original vouchers all receipts and expenditures, classifying items for each department or function under ten heads, such as salaries, wages, equipment, etc. This analysis is the basis for uniform unit costs, and its general adoption by all state-supported institutions of higher learning would tend to establish comparable unit costs in Oklahoma, if not in the nation.

The survey of physical plant covered the value, adequacy, condition and maintenance of equipment, classrooms, and buildings, including dormitory and dining-room service. Efficiency of classroom use was not studied, for there seemed to be no problem here, but the data collected is suitable for such investigation.

The study of unit costs of instruction followed a modification of the Stevens and Elliott technique,<sup>2</sup> utilizing twelve series of data: (1) proration of teachers' salaries to instructional and other services according to estimated time required for the different duties; (2) overhead and indirect charges; (3) expenditures chargeable directly to instruction; (4) tabulation of areas devoted respectively to instructional and non-instructional functions; (5) calculation of the square-foot-hourage (area times hours used) of departments and services; (6) calculation of the av-

<sup>2</sup> Edwin B. Stevens and Edward C. Elliott, "Unit Costs in Higher Education," *Educational Finance Inquiry*, Vol. XIII, Macmillan Co., New York, 1925.



erage of building and repair expenditures over a period of eight years; (7) tabulation of class enrollments and of student-clock-hours of instruction in each department; (8) apportionment of indirect costs, partly on the basis of class enrollments and partly on the basis of square-foot-hours of floor-space used; (9) calculation of total departmental and service costs; (10) derivation of departmental unit costs of instruction per student-clock-hour; (11) derivation of departmental unit costs per class enrollment; and (12) calculation of per capita costs.

#### PRINCIPAL FINDINGS

Four-fifths of the students come from within fifty miles; less than half are from farms, a quarter are from business and the professions, and a tenth come from homes supported by trade, clerical, and common-labor pursuits.

Following legislative sanction of a junior college curriculum four years ago, enrollment has increased 378 per cent, that of the high-school division remaining stationary; a truncated college has been added but not integrated, with loss of prestige to the high school, ostensibly to avoid competition with the city, seeking rather to supplement the latter. Founded as and still called an agricultural school, Cameron has a fourth of its college students majoring in Arts and Science (including most pre-professional students), a fifth in Education, and but a fourteenth in Agriculture and Home Economics combined.

This is corroborative evidence (if such is needed) that state-supported junior colleges can never function successfully as four- or

six-year institutions, and that vocational schools tend to up-grade toward professional levels, vocational courses losing caste and atrophying before the superior prestige of academic subjects; for in Oklahoma these institutions tend toward two years of traditional college work, while serving a few over-age students and a diminishing number of students from communities offering little high-school education.

Of the fifteen instructors at Cameron, five have the Master's degree and ten have the Bachelor's. They devote from five to forty-five hours a week to classroom instruction, with the average at nearly twenty (19.6). When allowance is made for class preparation, paper grading, and so on, teaching loads range from ten to one hundred nineteen hours a week. In addition, from four to seventy-five additional hours of non-instructional duties are imposed, bringing the total load between sixty-nine and one hundred thirty-seven hours a week, with an average of eighty-five. Of course such loads are purely fictitious, the result of weighting. What actually happens, probably, is that outside duties connected with classroom instruction are not performed freely by teachers carrying the heavier loads. In terms of student-clock-hours, teaching loads vary between one hundred and thirty-two and nine hundred and fifty, the average being four hundred and ten. For these services, average salaries range from \$1,800 for instructors to \$1,923 for professors. More than twice as many A and B grades are given as would be expected in a normal distribution, and failures are about a fourth short of expecta-

tions. These facts form an interesting commentary on the junior college movement in Oklahoma. They seriously raise the question whether, with even the most conscientious of instructors, classroom work can adequately and effectively be presented with such teaching loads.

The most outstanding weakness of the institution, however, is its library, which is entirely inadequate for anything approaching high-grade secondary school instruction, not to mention teaching upon a college level. Without adequate library facilities, instruction tends to become merely a textbook affair, limited, uninspiring, and wholly unfitted to be classed as college instruction. Some of the instructional departments are fairly well equipped (Home Economics and Commerce), but there is insufficient equipment for Engineering, no equipment has for years been purchased for Agriculture, while that for Chemistry is insufficient though of very good quality. Dormitory space is entirely inadequate; most rooms have three students assigned to them, and in many instances all three sleep in one bed—a condition as prevalent among the girls as among the boys. The buildings for the most part are old, with doors and walls badly scarred and battered. Certainly no contribution is here being made to the student's esthetic education, and health conditions are so poor one wonders what would happen if an epidemic started in the dormitories.

Cameron costs are too low. There is a point below which economy ceases to purchase acceptable education. Some of the results of inadequate funds have been pointed out above. Twenty-four cents per

student-clock-hour will not purchase college education, regardless of the title given it; nor will \$16.65 per class enrollment or a per capita cost of \$83.25. The root of the trouble, of course, is institutional competition and professional ambition, as well as a state policy—or lack of policy—which permits seriously under-financed educational institutions not particularly necessary to the state system to continue functioning. If one does not choose to embrace selection as a method of adjusting enrollments to budgets, let him merely arrange for a truce in recruiting for a few years. Much of the overcrowding with which our state institutions of higher learning are afflicted would subside. But would the public continue to give the same support? Who knows! And would up-grading and expansion still be feasible? Who cares to find out!

#### A POLICY FOR OKLAHOMA

In spite of a growing pessimism on the part of the writers concerning the possibility of state institutions ever achieving effective co-ordination, they venture to suggest a plan for the development of the junior college idea in Oklahoma which offers surcease from the promptings toward up-grading and expansion, provides for reasonable state financial co-operation where merited, and offers hope of guiding the development of this new and promising educational unit toward sane integration with the secondary unit below. This policy embraces the following principles:

1. Higher education in Oklahoma should be under the supervision of a central co-ordinating board made up of both educators and laymen.

2. As a part of its function, this board should recommend to the legislature a unit of subsidy for junior colleges operated by local communities as a part of their secondary systems, under safeguards providing for the maintenance of adequate standards and of local support.

3. State subsidies for junior colleges should be granted usually to those districts situated in counties having not less than 1,200 students enrolled in high school, or if several counties unite to maintain a junior college, the district so formed should meet that minimum requirement. A population of about 15,000 is about the smallest that will furnish sufficient junior college students to justify the organization of such an institution. If over a period of five years the actual enrollment in any junior college averages less than 150, the district should be lapsed or combined with an adjacent district in order to insure sufficient attendance to accomplish the aims of the junior college type of organization. In Oklahoma, three of the junior colleges supported by the state are in areas of scantiest population. This is also true of the Panhandle Agricultural College. In fact, most of the territory served by all of them is situated in areas of dwindling population. In no case should the state furnish any junior college building or equip it. The subsidy should be made to the school district or junior college district concerned. The reason for this lies in the fact that the acquisition of the physical plants at various points by the state will lead to using the fact of this investment as an argument for their continuance after natural or educational grounds

for their subsidy have ceased to exist. Moreover, if the local community has to contribute directly to the construction of suitable buildings, the need for the junior college is much more likely to be tested carefully before construction is approved.

4. Junior colleges should be deprived of state subsidy and should not be approved by the State Board of Public Instruction if their income is less than \$150 per student in average daily attendance. Just what proportion of this amount should come from the state is problematical. In general it might be said that the state would be justified in supporting junior colleges to the extent that major institutions and teachers colleges are relieved of instructional load. This would not be equivalent to the whole per capita cost for the junior college years at these institutions, because transfer of part of the students only would not reduce the costs that much.

5. The major institutions of the state should, where the curriculum permits, organize their own junior colleges to serve the needs of the population surrounding them. This should be viewed as a temporary expedient, to be abandoned as soon as the new system proved its ability to present certified students to the major institutions as well qualified as those institutions are qualifying them to specialize in the higher professional and technological fields. The co-ordinating board provided for in the first principle above (and already provided for in some of its phases by statute law of the state) should be the agency to determine the issue.

6. The following aims should characterize the junior college:

- a) Satisfactory terminal education should be provided for those who cannot or should not go on.
- b) Education on a higher level than high school, administered with such efficiency as to guarantee a popularization of higher education among the masses for those who can profit from it, should be fostered and prepared for.
- c) The continuance of home influences during immaturity should be made practicable.
- d) More attention should be afforded the individual student than he customarily receives in larger institutions.
- e) The student's opportunities for practice in leadership should be improved.
- f) The ultimate reorganization of public education to provide six years of elementary education, four years of high-school education, and four years of general liberal education should be fostered.
- g) High-school and junior college studies should be reorganized so as to bring into one or the other all work essentially similar in order to effect better organization of courses and obviate wasteful duplication.
- h) Achieving the foregoing aims should effect the natural first step toward a surrender of work on the junior college level to the enlarging secondary school below.

If such a millennium could come to our grievously harassed and overburdened state institutions of higher learning, is it not possible that the quondam invitation of the colleges to the multitude a score of years ago to come and drink at the fountains of culture and learn-

ing might be reconciled with the present-day requirements of intensive and specific training in relatively narrow fields?

#### TRANSFERS AT CHICAGO

As a part of the comprehensive survey of the University of Chicago which is in process of publication, Professor J. D. Russell made a careful comparison of the records of groups of students transferring to the University from junior colleges, teacher-training institutions, and four-year colleges and universities, in each case students being paired individually with University of Chicago students on the basis of high-school grades. The average grade made at the University by the group of 87 junior college transfers was  $3.19 \pm .08$  while that of their "control" group of the same number of University students paired with them was practically the same,  $3.24 \pm .06$ . For 86 students from teacher-training institutions the average was  $3.12 \pm .08$  while that of the control group was  $3.21 \pm .07$ . For 307 transfers from four-year colleges and universities the average was  $2.90 \pm .05$ , while that for the control group was  $3.15 \pm .04$ . It should be noted that the record for the junior college transfers was superior to that of the other two transfer groups, although their high-school-average record was two points lower. It was found that 72 per cent of the junior college group had earned a degree or were still in residence, the corresponding figures for the group from the teacher-training institutions being 71 per cent, and from the four-year colleges and universities, 54 per cent.



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## Developing Junior College Consciousness

OLIS G. JAMISON\*

The expression "junior college" has been used as a name for institutions of many different types. It has, in many places, been synonymous with seminary, institute, school, and even university.<sup>1</sup> This name was also given to the lower division in one or more universities before the junior college movement got under way to the extent that separate and distinct institutions known as junior colleges were developed. And now it appears that the teachers colleges have found a use for this popular expression, "junior college."

It is not the purpose of the writer to review the origin and history of the junior college movement. This study is interested only in finding to what extent state teachers colleges have accepted the expression junior college—the extent to which they have been developing a junior college consciousness.

In order that we may be able to appreciate the situation at present with reference to the various uses of the phrase "junior college," we should know where this expression originated. William Rainey Harper, sometimes called the father of the junior college, while president of the University of Chicago, is said to have been the first to put into practice a real distinction between lower

and upper divisions of college work. To the lower division he gave the name "Academic College." To the upper division he gave the name "University College." These names served President Harper's purpose for a few years, but they never became popular, and in 1896 there were substituted the names junior college and senior college, which met with greater favor. This appears to have been the first use of the term "junior college."<sup>2</sup>

Within the last two decades the expression junior college has been adopted by many of the regular four-year teachers colleges. Several of the state teachers colleges have separated the regular four years of work into two divisions. To the freshman and sophomore years the teachers colleges have followed the example set by the University of Chicago and applied the name junior college. Likewise the upper years have been designated in many institutions the senior college.

In order to determine the extent to which state teachers colleges have made use of the expression junior college, the catalogues of sixty-seven institutions were included in this study. These catalogues were from the largest and most generally recognized as the better colleges. The colleges included in the study are widely distributed, as shown in Figure 1. The number studied is approximately one-half the total of state teachers colleges in the United States.

Three catalogues for each institu-

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<sup>1</sup> Walter C. Eells, *The Junior College* (Houghton Mifflin Company, 1931), p. 160.

<sup>2</sup> *Ibid.*, p. 47.

tion were selected for study.<sup>3</sup> The catalogues were for the years 1910, 1920, and 1930. These catalogues were studied in order to answer the following questions:

actual location within the state) for all the teachers colleges included in this study.

The name junior college appears to be used at the present time as a



FIG. 1.—Location by states of teachers colleges included in the study. (Black circles indicate colleges with junior college divisions in 1930.)

1. Does the college make a distinction between lower- and upper-division work?

2. Is the name junior college given to the lower division?

3. In which decade was the name junior college applied to the lower division?

The answers for these questions are summarized in Table I. Figure 1 shows the location by states (not

name for the lower division in the following thirteen institutions:

#### *Illinois*

Eastern State Teachers College,  
Charleston  
Western State Teachers College,  
Macomb

#### *Indiana*

State Teachers College, Terre  
Haute

#### *Missouri*

Central State Teachers College,  
Warrensburg  
Northeast State Teachers College,  
Kirksville  
Southeast State Teachers College,  
Cape Girardeau

TABLE I

SUMMARY OF THE NUMBER AND PERCENTAGE OF STATE TEACHERS COLLEGES WITH JUNIOR-SENIOR COLLEGE DIVISIONS IN 1910, 1920, AND 1930

	Without Divisions		With Divisions	
	Number	Percentage	Number	Percentage
1910.....	67	100.0	0	0
1920.....	62	92.5	5	7.5
1930.....	54	80.6	13	19.4

<sup>3</sup> For the newer institutions only two catalogues were available. Practically all the colleges have developed from normal schools since 1910.

Southwest State Teachers College,  
Springfield

*New Mexico*

State Teachers College, Silver  
City

*North Dakota*

State Teachers College, Minot  
State Teachers College, Valley  
City

*Oklahoma*

Central State Teachers College,  
Edmond  
East Central State Teachers Col-  
lege, Ada  
Northwestern State Teachers Col-  
lege, Alva

In 1910 none of the colleges had made use of the term junior college. By 1920 five had divided the regular four years into two divisions and applied the name junior college to the lower division. In the decade between 1920 and 1930 eight additional teachers colleges had adopted the expression. By 1930 a total of thirteen institutions, or approximately 20 per cent of those included in the study, had given the name junior college to the work of the first two years.

With the exception of one college, all those which have adopted the name junior college for the lower division are in the central and middle western states. Has this been caused by the proximity of these institutions to many regular two-year junior colleges, or is it due to the example set by the University of Chicago?<sup>4</sup>

<sup>4</sup> In California where the junior college movement has shown the most remarkable growth the teachers colleges do not appear to have such division, except in those institutions where the junior college, as an institution in fact, is connected with the college.

This study reveals the fact that there is a growing tendency on the part of state teachers colleges, either consciously or otherwise, to become aware of the existence of the junior college and accept it in name, if not as an institution with separate and distinct functions.

MID-WESTERN GRADUATES

The proportion of graduates of high schools in nine Mid-Western states who continue their education in junior colleges in comparison with those going to other types of institutions has recently been investigated in detail by Palmer O. Johnson, of the College of Education of the University of Minnesota. His figures may be briefly summarized as follows, the first column giving the number of high schools studied, the second the total number of their graduates who entered various types of higher educational institutions, and the third the proportion of these who entered junior colleges.

State	Number of High Schools	Graduates	
		Entering Higher Institutions	Percentage in Junior Colleges
Iowa .....	134	2,693	18.2
Minnesota .....	89	2,573	17.6
Michigan .....	162	4,231	16.2
Illinois .....	284	7,985	9.0
Indiana .....	96	3,128	1.4
South Dakota..	61	867	0.9
Wisconsin ....	109	2,770	0.6
North Dakota..	61	827	0.4
Ohio .....	280	7,039	0.2

These figures show strikingly the service rendered by junior colleges in states where they are well established as a part of the public-school system, such as Iowa, Minnesota, Michigan, and Illinois, and suggest the possibility of similar service in other states when they achieve similar junior college development.

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## An Experiment in Junior College Orientation

F. L. TIBBITTS\*

During the past decade much study and experimentation has related to the orientation of college freshmen. There is as yet little uniformity of purpose or method in this field of work, although many colleges have scheduled some type of orientation course. Many colleges have "Freshman Week," some have a course extending through the first semester, and a few have an orientation course running through the entire freshman year. Some colleges call the course Orientation, some Civilization, and others Introduction to College Life.

All of this endeavor has come about from a definite urge to give freshmen a better start in college, and to reduce the number of failures at the end of the first six weeks or perhaps the first semester. Students come to college without an adequate conception as to "what it is all about" and many find at the end of the first semester that it is not what they had thought. College is not, as now administered, an extension of the present high school, but rather an institution with habits and customs of its own which are often quite foreign to the incoming student. In other words, the new students often find it rather difficult to adjust themselves to this new environment, full of a new type of freedom, and filled with a little dif-

ferent philosophy of life than that to which they are accustomed. They were popular back in the high school, or they got along very well, but college is different. New friends, new interests, and new methods of work all confront them at once. To bring them out of this maze and clear their path seems to be the underlying purpose of the orientation course.

It is possible that guidance is the most important factor in this work; therefore, one may raise the question as to whether or not there can be group guidance in this field. Individual guidance is rather slow, expensive, and often not well conceived. It usually requires a type of training that college teachers especially have seldom had. Naturally, individual guidance has many points of superiority, just as individual instruction has many advantages over group instruction; and yet it is not possible for all schools to provide adequate individual guidance. At least it may be possible that group guidance followed by intensive individual guidance would prove superior to either one alone.

### EXPERIENCE AT YUBA COUNTY

The idea of group guidance has been the underlying factor in the organization of the orientation course at the Yuba County Junior College. This collective guidance is followed by individual guidance throughout the year under the direction of a special personnel and guidance officer.

\* Dean, Okmulgee Junior College, Okmulgee, Oklahoma; formerly Director of Research, Yuba County Junior College, Marysville, California.



The first three days of school were given over to this course so far as the freshmen were concerned. Each student attended six classes during the day, covering all six fields. This was repeated for three days, thus giving each field three lecture or discussion periods. There was no set method of instruction for the instructors to follow, although most of them used the lecture. Students were required to keep a notebook on the course and have perfect attendance if they expected to get the one hour of credit. Students registered for the orientation course only, until it was finished, and then completed their registration.

#### OUTLINE OF THE COURSE

The work of the college was grouped under six heads:

(1) "Introduction to College Life" covered such topics as the nature and use of college freedom, the difference between college and high-school work, student activities and their values, the use of reference books, card-index systems, *Readers' Guide*, the use and value of notes, campus ethics, the students' philosophy, how to study, and how to solve problems.

(2) "Introduction to Languages" covered the history of language, the nature of language, the values of different languages that are offered, the comparative difficulty of languages, the uses to which languages may be put, adequate reasons for taking languages, etc. The students were told about all of the courses offered in the junior college in English and foreign languages, including the purposes and possible outcomes of each.

(3) "Introduction to Fine Arts"

covered such problems as the development of the fine arts, fine arts and vocational life, fine arts and the cultural phases of life, possibilities for students in fine arts, etc. Students were told about the courses now being offered in fine arts and the values one might expect from them both vocationally and culturally.

(4) "Introduction to Social Sciences" covered, in a general way, sociology, economics, history, and political science. It gave an introduction to these fields and explained the courses offered.

(5) "Introduction to Natural Sciences and Mathematics" covered not only a description of the courses offered but gave the whole classification of the sciences. The close relationship between science and mathematics was made clear. The vocational aspect of the sciences was also indicated.

(6) "Introduction to Occupations" covered the major fields of occupational life. Much of the material was based on the Industrial and Occupational Survey of Yuba and Sutter counties which analyzed the occupational life of the community and showed the greatest needs at the present time.

#### STUDENT EVALUATION

On the last day of the course a questionnaire was given to the students. They were not required to sign these papers but were asked to give their frank opinion of the course. Although many educators feel that student opinion is of little value, it is no doubt true that much in college is there because of student rather than faculty opinion. Usually students know good teachers, and they also know good cour-

ses. When they are frank, they can give worth-while criticism and opinions, especially after taking a course.

There were 105 students in the course of whom 98 filled out the papers. Their answers may be summarized as follows:

Do you consider the course generally interesting? Yes, 91; No, 7.

Have these lectures helped you to

- a) get acquainted with the teachers? Yes, 93
- b) get acquainted with the subjects? Yes, 98
- c) get acquainted with other students? Yes, 90
- d) feel a keener interest in college? Yes, 64

Have you been influenced to change subjects as a result of this course? Yes, 34; No, 66.

What were your reasons for changing subjects?

- a) Discovered interest in the course ..... 23
- b) Discovered interest in the instructor ..... 14
- c) Discovered need for the course ..... 12
- d) Discovered another subject of more worth ..... 11
- e) Felt that subject would not be interesting ..... 6
- f) Felt that subject would not be worth time ..... 4
- g) Felt that the subject was too hard ..... 2
- h) Other reasons ..... 2

Do you think that your work in college will be better balanced because of this course? Yes, 67; No, 17.

#### CONCLUSIONS

From the students' point of view there is much to be gained by group guidance in college. The office records show that changes of courses

were materially reduced over preceding years. Reports from faculty members indicate that students are doing superior work and are doing it with a better attitude than before. This may or may not be due to the orientation course, but there is some reason to believe that at least part of it is due to proper guidance. All in all there is general satisfaction with the course as it was offered. Some few refinements should be made as experience brings out weaknesses, but on the whole, the plan seems to have many merits.

#### NORTHERN MONTANA COLLEGE

At the Northern Montana College at Havre the first building on the new sixty-acre campus was dedicated with appropriate ceremonies on September 30.

Addresses were given by the Governor of the state and by the Chancellor of the University of Montana. Under the constructive leadership of Dr. G. H. Vande Bogart, formerly of Hibbing Junior College, marked progress is being made in making this new junior college serve an immense area in northern Montana which is otherwise unprovided with college facilities. Special emphasis is given to individual instruction in small classes. Each instructor regularly schedules two hours per day in addition to regular class periods to be devoted entirely to conferences with students—their study problems, their professional plans, and their personal problems. The president personally arranges the program of studies for each student and confers with him at frequent intervals with reference to his educational progress and future needs.

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## Student Activities in Junior Colleges

RAYMOND D. CHADWICK\*

The following is a brief statement of principles which are believed to be sound for the development and orientation of student activities in junior colleges.

The social and extracurricular activities of students in all colleges and universities of prestige are carefully regulated. In fact, the student pays for this service when he enters the college. The regulation afforded includes within its scope all the social clubs, house groups, etc., as well as athletics, publications, debating, and similar activities. All experience shows that, while the initiative of students is to be encouraged, it is equally important that it be directed.

What follows is an attempt to encourage student initiative, to understand it, and at the same time to point the way for it to express itself in such ways as to secure the benefits of a college education. The junior college cannot claim originality in providing directive regulations for the social life of its students, for in this, as in many other ways, we are attempting to profit by the experience and to follow worthy examples found in our leading colleges and secondary schools.

### MEMBERSHIP

It is a fundamental principle that active membership in junior college organizations should continue during the time that the student is

enrolled in the junior college. The active members should have the right to vote and decide the policies of the organization. This is essential in order that each succeeding year may provide students with the educational opportunity of being responsible for the success of the organization of which they are members.

Organizations may or may not have qualifications for membership, but the organization that is productive of the greatest good to all concerned will welcome all students who would like to participate in the work and enjoy the friendships that will result from knowing and working with the members. In other words, membership in junior college organizations and participation in activities will rest upon the interests of the student himself: those possessed at entrance and those awakened while in the college.

Secret societies are prohibited in a majority of junior colleges. The college fraternity of today is a house group and, of course, will not find root in a local college whose students live at home. The feeling of fraternity should be developed in all organizations. "Fraternity" is a wonderful word and has splendid meanings and ideals embodied in it. Let fraternity be an ideal of all clubs, societies, and activities.

Societies and clubs that are predominately social, in the narrow sense of the word, may be allowed to elect their own members, provided such objectives as scholarship

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are effectively carried out, and election to membership comes after the first credits are earned.

#### THE ADVISER OR SPONSOR

Each student activity should have an adviser or sponsor. Both terms are descriptive of the relationship that should exist between the activity and the person in this position. The adviser should be a member of the faculty, appointed by the dean. The preferences of the students should be consulted, usually in an informal conference, or the students may be requested to present the names of three instructors (nominees) for the position. The final selection must rest with the dean. Should the preferences of the students prove to be inadvisable, the students should receive with the decision of the dean an explanation for the decision. Tact and consideration are essential in the procedure of appointment.

#### FINANCE

In order to safeguard the interests of the students and to provide a business administration of all activities, the funds of each activity and organization should be deposited with the college treasurer. Each organization and activity should open an account with the treasurer and the subsequent procedure should approximate banking procedure. Deposits should be accompanied by suitable blanks that may be receipted. Withdrawal vouchers should be honored and checks issued when properly certified by the adviser. The college treasurer should be appointed by the dean and usually should be someone connected with his office, in order that the time and place for

handling funds may be convenient for all concerned.

#### PARTY PERMITS

All social functions should be planned. The first step in planning is to secure a permit from the dean or a faculty member designated by him. This places the event upon the calendar, avoids conflicts, and secures rooms and equipment. Experience has shown that both the application for a permit and the permit itself should be on the same mimeographed sheet. The permit is detached from the application and given to the students, and the application is filed. The file of applications is a valuable annual record.

#### CABINET OR STUDENT COUNCIL

Both of these terms suggest a representative committee of students to participate in the regulation and organization of student activities. The selection of the members may be made in a variety of ways to meet two desirable qualifications: (1) recognition of the preference of the students, and (2) securing students with leadership abilities. The function of the cabinet or council is excellently illustrated by the functions of the Cabinet of the President of the United States. For this reason the name "cabinet" is to be preferred to the name "council." The former has the definite connotation of advisory functions. To further the idea of the cabinet, the members may well be the presidents or other heads of student activities, such as captains, cheer leaders, etc. The prerogatives of the cabinet are to be matched in every instance by responsibilities. The *modus operandi*



may be governed by either a written or an unwritten constitution. The dean should attend the meetings, but a student chairman should preside. Confidence, co-operation, and mutual respect should be the outcome of a cabinet.

#### CHARTERS

Each society or club may well be required to have a charter from the faculty. The first step in securing a charter would be for the students or faculty members who desire to inaugurate a club to see the dean and receive his approval. The next step would be the writing of a constitution, and after approval of the purposes and plans of organization the faculty committee on organizations would recommend the granting of a charter. Favorable faculty action would result in the presentation of a charter, which might well be formally made in the convocation.

#### OFFICE-HOLDING

"Training for leadership" is listed as one of the outstanding objectives of student activities in junior colleges throughout the country. In order that this training for leadership may be realized in the lives of as many students as possible it should become a custom of the college that no student should hold more than one major office at a time. When called to the attention of students, they always agree to the soundness of such a procedure. A point system usually provides the directive influence desired.

#### CLASSIFICATION

A junior college will find it an advantage to classify all activities. The classification found helpful in

the Duluth Junior College is as follows:

*Class I*, activities that (1) require much time in preparation; (2) represent the college before the public; (3) represent the college in competition with other colleges, e.g., athletics, publications, debating, dramatics, oratory.

*Class II*, activities that (1) support those in Class I; (2) give opportunities for supplementing and improving instruction; (3) give opportunities for self-expression, e.g., "D" club, the forum, literary, commerce, and musical organizations, honor societies, fencing club, rifle club.

*Class III*, organizations that represent or serve as units in the college democracy, e.g., freshman class, sophomore class, the convocation, the cabinet.

*Class IV*, organizations, social and recreational, with a scholarship pre-requisite, e.g., Alpha Zeta, Kappa Chi.

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#### CONVERSATION AT LASELL

Recognizing conversation as a fine art, and believing that American women not only need to read more but also to acquire greater ease in talking over intelligently what they have read, Lasell Junior College, Massachusetts, has introduced a class in conversation for seniors. The topics discussed are not exclusively literary, but include such practical subjects as "The Conversational Duties of the Hostess," "The Part of the Wife and Mother in Home-Making," "Fashions to Be Avoided," "Our Share in the World Conflict," "Great Books as Life Teachers." The dean of the College conducts this class.

# Musical Talent at the Junior College Level

J. C. MILLER\* AND STELLA S. MEYER†

Not many years ago music played an important part in the program of private junior colleges, especially those for women. At present it is reported from almost all private institutions that there has been a decided decline in the interest shown in music courses. It is difficult to explain this decline, especially since increasing emphasis is being put on the study of music in the secondary and elementary schools. The situation demands that the passive consideration hitherto given to music be replaced by a more active and analytical study of the problems involved.

In connection with an extensive program of student appraisal and vocational guidance which is being carried on at Christian College, the Seashore music tests were given to the entire student body. A careful study of the performance of all first-year students on these and other tests was made, in order that they might be more intelligently advised in the selection of their courses of study and ultimately of a senior college program and a vocation. In addition to a detailed study of each student, a comparison was made of the relative scores on the various

tests. After the elimination of the records of several students who had failed to take one or more of the tests, the scores of 123 first-year students remained for comparison.

Although several studies have recently been made of the relation between scores made on the Seashore tests and on various intelligence tests, there seems to be no general agreement in the results obtained.<sup>1</sup> It was thought, therefore, that a further study of this and other relationships would be of value, not only for practical use in the guidance program, but as an addition to the data supplied by other studies.

## RELATION TO PSYCHOLOGICAL EXAMINATION

The scores on the five parts of the Seashore tests and the composite score were correlated with the scores on the American Council on Education *Psychological Examination for High-School Graduates and College Freshmen*. The results were as follows:

Psychological Examination and Pitch .....	.26 ± .056
Psychological Examination and Intensity .....	.23 ± .057
Psychological Examination and Time .....	.27 ± .057
Psychological Examination and Consonance .....	.21 ± .058
Psychological Examination and Tonal Memory .....	.38 ± .052
Psychological Examination and Total Score .....	.38 ± .052

All of these correlations are quite low, the highest, .38, being between the Psychological Examination and Tonal Memory, and also between

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<sup>1</sup> P. R. Farnsworth, "An Historical, Critical, and Experimental Study of the Seashore-Kwalwasser Test Battery," *Genetic Psychology Monographs*, Vol. IX, No. 5 (May 1931).

the Psychological Examination and the total of the Seashore tests.

A pair of identical twins made exactly the same score on the total of the Seashore tests, although their responses on the various items were not the same. There was a difference of twenty points in their score on the Psychological Examination. It is impossible to say whether this is due to heredity or training. They have both studied music for four years.

#### INTERCORRELATIONS OF THE TESTS

The intercorrelations among the five parts of the Seashore tests were as follows:

	Inten- sity	Time	Conso- nance	Tonal Memory
Pitch...	.29 ± .06	.20 ± .06	.52 ± .04	.51 ± .04
Intensity		.51 ± .04	.26 ± .06	.31 ± .06
Time...			.32 ± .06	.31 ± .06
Conso- nance..				.11 ± .06

Three fairly high correlations are found, Pitch and Consonance, .52; Pitch and Tonal Memory, .51; and Intensity and Time, .51. One is very low, Consonance and Tonal Memory, .11.

#### MUSICIANSHIP AND THE TESTS

The members of the music faculty were asked to submit a list of the ten girls in the whole student body whom they considered most musical or most likely to develop into good musicians. This was a subjective selection. Each of six instructors made a list of ten. The music faculty then met and selected the ten best.

The selection of the ten least musical students was somewhat more difficult. A course in ear training is required of all students awarded an elementary teachers' certificate. From the members of

this class and from students who had been unable to carry a tune when trying out for the college chorus, a list of ten outstandingly unmusical students was prepared by members of the music faculty. These included both juniors and seniors, and not merely juniors, as in the case of the preceding comparisons. They were compared with each other and with the entire student body on the basis of the Seashore tests and the Psychological Examination. The mean percentile ranks were used, instead of the scores, for the comparisons between tests summarized below.

	Ten Most Musical	All Students	Ten Least Musical
<i>Mean Scores</i>			
Psychological	143	138	104
Musical .....	362	222	118
<i>Percentile Ranks</i>			
Pitch .....	57	33	15
Intensity .....	71	45	26
Time .....	73	40	13
Consonance ..	73	55	42
Tonal Memory	88	51	23

On every part of the Seashore tests, as well as on the Psychological Examination, the most musical students are decidedly superior to the whole student body, and the least musical students are very inferior to the whole student body. The differences are relatively smaller, however, on the Psychological Examination.

#### UPPER AND LOWER FOURTHS

A correlation was made between the score on the Psychological Examination and the total score on the Seashore tests for the students with a total score on the latter above the third quartile and below the first quartile. These relations are probably not of much significance, but the results obtained were a little unexpected. The correlation

for the upper fourth was negative,  $-.32 \pm .108$ , and for the lower fourth positive,  $.56 \pm .083$ .

#### MATHEMATICAL AND MUSICAL ABILITY

Since it has sometimes been suggested that there is a relationship between mathematical and musical ability, the scores made on the Seashore tests were compared with those made on the Mathematics Aptitude Examination of the Iowa Placement Examinations. The Mathematics Aptitude Examination was given only to the 44 students in the mathematics classes. The correlation was  $.44 \pm .082$ . This is a higher correlation than was found between the Seashore tests and the Psychological Examination.

#### CONCLUSIONS

1. Only to a slight degree does the Psychological Examination measure the same abilities as the Seashore tests. That the correlation is as high as it is,  $.38$  for the composite score, seems, from an inspection of the data, to be due to the fact that a certain minimum of intelligence is required to follow the directions in any test. Most of the ten lowest scores on the Seashore tests are made by the same students who make the very low scores on the Psychological Examination. If these few cases were eliminated, the correlation would be much lower.

2. The ten students considered most musical by the members of the music faculty show a decided superiority over the average of the student body in the scores made on the Seashore tests, and only an insignificant superiority on the Psychological Examination. The ten

students considered least musical made very inferior scores on the Seashore tests, while their scores on the Psychological Examination were only slightly lower than the average of the student body. The Seashore tests seem, therefore, to measure qualities that, when possessed by individuals in varying quantities, cause them to be rated by competent judges as more or less musical. They measure these qualities much more accurately than does the Psychological Examination.

3. There seems to be a somewhat higher relationship between mathematical ability and musical ability, as measured by the Iowa Mathematics Aptitude Examination and the Seashore tests, than between general intelligence and musical ability.

The administration of tests of any kind is of little value unless some use is made of the results obtained. The results of the Seashore tests have proved helpful in several ways at Christian College.

As soon as the tests had been scored, the students who had made high scores were interviewed. It was found that many of them were not continuing their musical studies in junior college. Usually they were not aware that they had any particular aptitude for music, and were glad to enroll in music courses.

Students of rather moderate musical ability were encouraged to continue the study of music, if they were of poor ability in other lines. They were pleased to find that there was something that they might expect to do fairly well, after a uniform lack of success in academic work.

The tests were not considered



sufficiently infallible to justify the discouraging of students who did poorly on them when they showed an interest in music. No students were told what scores they made on the tests, and the poorer ones were not told that they had done badly.

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DR. KELLY SPEAKS

Dr. Robert L. Kelly, executive secretary of the Association of American Colleges, delivered an address on "The Future of the Liberal Arts College" at a meeting of the National Association of State Universities at Washington City. Extracts dealing with the junior college aspect follow:

"It was formerly said that the American high school would become the people's college and the results would be disastrous to the standard institutions. As is well known the greatest ally of the liberal college today is the public high school. Now the liberal college is warned that it must beware of the oncoming and overwhelming junior college wave.

"The junior college is the result of an educational earthquake whose seismic influences are felt across the continent. It has demonstrated what was already recognized, that tremendous vitality inheres in the secondary school. It has been accompanied by eruptions that have thrown up above the surface secondary equipment, secondary personnel, secondary attitudes, secondary constraints, secondary methods of teaching. The junior college is in peril of becoming an ally to a 'world dominated and run by retarded adolescents.' To push up the methods of secondary educa-

tion into higher education or into education striving to be higher is no great gain except to youths of non-academic minds, which the principal of one of the great California junior colleges asserts is the type of youth the junior college is destined chiefly to accommodate. Lord Eustace Percy has recently put into these words a truth well authenticated in American educational history: 'Universities whose business it is as teaching bodies to educate grown-up men and women are on the whole the best guides to the teaching of boys and girls who are growing up.'

"But prophets are arising within the junior college. They show impatience with the perpetual tendency to exploit them in terms of their numbers, the rapidity of their growth, whether they are organized on the 8-4-2, the 6-4-4, the 6-3-3-2, or some other plan, and they ask the question why should not they be measured as other educational institutions are measured in terms of internal issues, some of which, as stated by a junior college man, are insuring functional content in the curriculum, maintaining an adequate counseling program and providing for adequate teaching facilities, such as laboratory equipment and supplies, library advantages, student participation in college affairs, and types of teachers who understand young men and young women. The junior college needs philosophers more than promoters. If well equipped and well manned and with definite objectives honestly carried out, most liberal colleges of the country welcome them to a co-operative task which all colleges of all types put together cannot adequately perform.

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## English in the Junior College

OTIS W. COAN\*

In a day when many four-year colleges are giving "practical" and "technical" courses in English, it is of interest to note some of the tendencies in the two-year, or junior, college—and some of the questions.

In a two-year college which is a terminal institution (i.e., in the junior college which exists as an independent unit, not as a feeder for the university) the question of whether English courses shall be "technical" or broadly "liberal" looms large. They can hardly be both. Unless a student is going to spend a full fourth, or even more, of his time on English, he cannot pursue the two types of English work long enough to make any sensible or worth-while development in either. Hence the chief question of the English curriculum is, "What type of English training shall be stressed?"

That English should be vocational in the sense that it should be made as useful as possible to the greatest number of students in an institution is a proposition that it is believed all educators will agree upon as a basis for discussion of this problem. The question then becomes, "What type of English training will be most useful to the majority?"

The two-year institution, such as Los Angeles Junior College, sets up as one of its chief aims the creation and maintenance of such two-year courses as shall best fit those who

take them for life in the community after the two years is over. Necessarily many of these courses are quite technical in nature. Their purpose is to fit the student for a job midway between that of the ordinary workman at the foot of, and the highly paid executive at the head of, an industry. The student must gain accurate technical knowledge in his two years. He must learn the language of the industry he is to pursue. Shall he learn that language in part in his English classes? It is reasonable to suppose that English may be made a better "tool" for use in his particular line of work if the English instructor adds his teaching to that of the "shop" instructor in teaching the language, forms, and English uses needed in each particular industry. This method of developing the English curriculum would necessitate a vast reorganization of English teaching in most junior colleges, and would involve a broadening of the English instructor's horizon (a broadening that is perhaps sorely needed), or more preparation on the part of engineering instructors for the business of teaching the English of their subjects. But the reorganization could take place.

Furthermore, such a reorganization has already taken place in many parts of the country, and the results have been very satisfactory in many ways. Engineering English is regarded as a very important subject in many state institutions. Business English is an important

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course in all commercial schools. English dealing with a trade is taught in the trade schools. The technical high school gives that type of English as a matter of course. The development has gone far.

But can we stress that type of English training in the junior college? It is not believed that we can.

English is generally spoken of by English teachers, and quite widely spoken of by others as well, as being a subject which bears, or should bear, a very direct and vital relation to the life of every individual. This attitude goes back to the theories that were held by the educators who first desired to make English a required part of the secondary curriculum. Undoubtedly they were governed much more by the ideals of the old liberal arts college of New England than by any desire to supplement the technical knowledge of the student. And undoubtedly they had some inspired vision of the value of the liberal course in English. The motto "Down with Shakespeare, and up with the Diesel engine" had not yet been promulgated. Even in this day of machinery, if a boy is going to spend his life running an engine, he will be much better fitted for his life work if he knows one play of Shakespeare and has discussed it with a live instructor than he will be if he had spent an equal amount of time in an English class learning the technology of his engine. Our English courses must be of the broadening, vitalizing kind that will be useful to a man in any walk of life.

When English fell under the blight of the thinking of the small tradesman in the teacher's chair, it was just another one of the signs

of the failure that was certain in the attempt to give a liberal education to every member of the mass. That failure as far as the public high school is concerned was probably inevitable. The high school cannot give a liberal education to every boy and girl. It can, at the most, succeed in interesting only a few in such an education. But if we extend the average high-school student's conception of education into our work of creating a junior college curriculum, then our educational system has indeed lost its "soul," and we are only succeeding in adding two more years of leisure to the lives of young people who should be at work. If what they are going to get in junior college is merely more of the "bread-and-butter" attitude toward intellectual pursuits, it would be better for the junior college to close its doors.

The mechanical, practical, correct use of English should be part of the requirement of all English departments of high school and college—but the practical use of English should not and cannot be the principal aim in the junior college. The junior college is going to fill a vital need in the development of our educational system. Its graduates will be community leaders. It would be dangerous to the future welfare of the country to attempt any narrowing of the one required course of its curriculum. It is hazardous to keep it as narrow in scope as it now is in many institutions. What is needed is vision, a broad insight into the problems of humanity, a sense of world needs. We must have educated leaders for our citizenry—"educated" leaders, not merely "trained" leaders.

The junior college English in-

structor must be one who has the vision of a broad cultural background into which the student must be oriented at least to some extent if he is to prepare himself for more complete living. Such a teacher will be so busy teaching the student about life as it is represented in all its complexities by the literatures of the world that he will not have time to teach him the mechanics of English with the principal aim a vocational one in the narrow sense.

It is still the business of a teacher to attempt to take the student (or induce him to go) from where he is to where as a developing citizen he should be. The average student is not a full-fledged business man, an expert stenographer, or a mechanic; he is just a young person, still interested perhaps more in swimming or in the movies than in any one line of work. It will be our business to get him vitally interested in our line of work perhaps—and to widen his horizon in any way we may.

In certain curricula some special type of English training may be necessary. If this is true, then the major department around which the particular curriculum is built will have to give the special training. The commercial department may be an example of this need. The most practical way for commercial English to be taught is for a commercial teacher to teach it. A similar statement is true of all the special types of English composition.

In the meanwhile, the English instructor must teach vocational English in the broad sense of the term constantly. His business is to teach students the use of language in the business of living. This compre-

hends as broad an appreciation as it is possible for the student to gain of the literatures of the world, an understanding and appreciation of the use of language in poetry, oratory, drama, the novel, and every other type of literature in which language has ever been effective.

There is a challenge to the junior college English department to perpetuate the ideals of liberal education in this latest member of the American public school system.

#### STEPHENS POETRY

The following is taken from the *Stephens Standard*, student publication of Stephens College, Missouri:

As the *Standard* goes to press, a little book that never before has appeared is about to be delivered into the printers' hands. Alpha Gamma chapter of Chi Delta Phi, national honorary literary sorority, has compiled an anthology of Stephens College poetry and will place the books on sale. The group of seven girls and the sponsor, Mrs. Sullens, with Miss Meyer, sponsor of the *Standard*, and the four pledges as "part-time" guests, secluded itself at the Country Club one week-end and systematically gleaned from each *Standard* and each *Grail* whatever poems were deemed usable. Three rooms were scattered with lists, papers, and books, and reading aloud gave way to the tattoo of typewriters as the verse was transferred from bound volume to blank page. In all, nearly one hundred poems, dating from 1920 through 1932, will be included. The project is a new one, but, since it has found favor with the administration, the faculty, and the students, it is hoped that the book may have many re-editions in future years. Fancies, whims, and philosophies of Stephens girls are caught here forever as they are in no other way.



## The Junior College World

### CALIFORNIA FUND SHORT

In September the California State Department of Education made an apportionment to the seventeen district junior colleges of \$87.18 per student instead of \$100 as provided for by the legislation creating this type of institution. The \$100 appropriation was formerly provided entirely from the proceeds of leases on federal oil and mineral lands within the state. So rapid has been the increase in attendance, however, in the junior colleges in the past few years that this source has been entirely inadequate. Accordingly, the 1931 Legislature made a supplementary appropriation of \$1,600,000 to cover the estimated balance for the biennium. Even this has been insufficient, however, permitting an allotment of only \$87.18 for each of the 15,693 students in average daily attendance during 1931-32. Consideration of further methods of financial support will be an important matter before the 1933 Legislature.

### INCREASE AT LOS ANGELES

Los Angeles Junior College reported an enrollment at the opening of the fall semester of over 4,450 students. This attendance, according to the Registrar, Kenneth M. Kerans, makes the Los Angeles institution the largest junior college with regular full-time enrollment in the United States. The enrollment is approximately eight hundred greater than at the same time last year. Half of the entire student body is made up of entering freshmen, who are known as the Alpha group.

### DEPRESSION AT JOLIET

Among the many emergency measures necessary in Joliet Junior College for the coming year because of the depression are: the tuition, restricted teaching force, dropping of two courses, restriction of library funds, and the buying of one's own examination paper. The foremost action necessary is the tuition of \$25 a semester, which has cut the enrollment down from about 360 to 304. Even this enrollment, however, is greater than preceding years up to last year. The teaching force, instead of being augmented, as is necessary, has been restricted to thirty-seven. The biggest effect the depression has had on the College is that the students have made up their minds really to do things in their studies. After paying all the necessary money and realizing how scarce this money is, the students are applying themselves with added determination to get their money's worth out of the school. So, all in all, the J.J.C. ship is still afloat on the shallow waters of education, despite the present condition of affairs in the economic world.—*Joliet Junior College Blazer*.

### SANTA MONICA GROWING

The enrollment on the final day of registration this fall at Santa Monica Junior College, California, was 779, an increase of approximately 40 per cent over the enrollment at the same time last year. The number of students in this fast-growing institution has more than doubled in two years.

## NATIONAL PARK SEMINARY

Although called a school or a seminary from the date of its founding in 1894, National Park Seminary, in the suburbs of Washington City, was incorporated in 1903 as "a college for young women." Its preparatory department is limited to one-quarter of the total enrollment, thereby assuring that the college department shall give to the institution the atmosphere and the emphasis of a junior college. National Park has always advocated the terminal, cultural courses, emphasizing the sort of well-rounded education that young women need in order that they may adequately and efficiently fulfill their responsibilities in their own homes, and in their local communities. It has, therefore, paid much attention to art, dramatic art, home economics, journalism, music, physical education, and secretarial studies. But, despite this emphasis, the Seminary offers courses which parallel the first two years of a four-year college course. During the past five years, 228 recommended students have been admitted with advanced standing and without examination to 37 colleges and 55 universities scattered throughout the United States.

## COSTS PER CREDIT HOUR

A recent study of costs per credit hour for students enrolled at the Yuba County (California) Junior College show variations from \$10.02 for music and fine arts to \$1.78 in physical education. The cost for commercial work was \$8.90, for languages \$7.61, for social sciences \$4.20, for natural sciences and mathematics \$4.03, and for industrial work \$2.00.

## GUIDANCE AT DULUTH

In an effort to give concrete information on the different occupations and the possibility of preparing for them at Duluth Junior College, a series of mimeographed "Guidance Bulletins" has been prepared for the use of inquiring students. A separate bulletin is available for each of the following fields: liberal arts, business, dentistry, aeronautical engineering, chemical engineering, civil engineering, electrical engineering, mechanical engineering, mining engineering and metallurgy, forestry and agriculture, journalism, law, medicine and surgery, nursing, pharmacy, physical education, and teaching.

## ALUMNI CLUBS

Lasell Junior College, Massachusetts, has a large group of Lasell Alumni Clubs reaching from coast to coast. They include clubs located in the following cities or other geographical areas: Chicago, Cleveland, Connecticut Valley, Eastern Maine, Fort Fairfield, Indianapolis, Miami, Michigan, Minnesota, New Haven, New York, Omaha and Council Bluffs, Philadelphia, Pittsburgh, Portland (Maine), Portland (Oregon), St. Johnsbury, Southern California, Toledo, and Western Massachusetts. There are also "Life Secretaries" for 28 of the classes which have graduated.

## RIVERSIDE ENROLLMENT

Registration figures at Riverside Junior College, California, indicate an enrollment of 506 regular students, an increase of 90 students, or 22 per cent, over the corresponding enrollment last year.

## NORTH CAROLINA CHANGES

The North Carolina Commission on University Consolidation, composed of George A. Works (chairman), Guy Stanton Ford, and F. L. McVey, in its report published in June 1932 recommends that the State College at Raleigh become a junior college, upper-division work being transferred to the State University at Chapel Hill. With reference to the proposed junior college it says:

Whether this would remain a part of the University system or become a part of the public-school system would depend upon the policy pursued in North Carolina regarding the development of publicly supported junior colleges. The survey committee is of the opinion that the tendency is for the junior college to develop as a part of the local school system. No statement in this report should be interpreted as being in opposition to that trend.

## GROWTH AT INDEPENDENCE

Independence Junior College, Independence, Kansas, reports an increase in enrollment of 20 per cent over last year. The total enrollment this fall was 321. The institution was organized as a junior college in 1925, with 72 students, and has grown steadily since that time. Six states and 43 cities and towns are represented in the enrollment this fall.

## SUMMER SCHOOL

According to President Lance, of Young Harris Junior College, Georgia, the 1932 summer school session held at Young Harris was in every way the most successful in the history of the college. Approximately 325 teachers and students attended the session.

## TEN PER CENT IN IDAHO

The Southern Branch of the University of Idaho, the junior college at Pocatello, reports a registration of approximately 750 students, an increase of 10 per cent over last year.

## INCREASE AT DULUTH

The largest group of students who ever attended Duluth Junior College began their work in October when the enrollment figures showed 409 students registered. Of these, 252 were freshmen and 152 were sophomores. The number of women was 107 while the men numbered 302.

## NORTH CENTRAL ACCREDITATION

At the spring meeting of the North Central Association four new junior colleges were accredited by the Commission on Higher Education. They were Colorado Woman's College, Denver, Colorado; Lyons Township Junior College, La Grange, Illinois; Mount Mercy Junior College, Cedar Rapids, Iowa; and St. Joseph's College, Collegeville, Indiana.

## COLLEGE PRESIDENTS

In an article in *School and Society*, "The College President under Scrutiny," Archie M. Palmer, Associate Secretary of the Association of American Colleges, discusses the previous experience of a group of new college and university presidents. He states that one of them had filled the presidencies of three junior colleges. Another had at one time been principal of a rural high school and later a county superintendent of schools before entering the junior college field.

## HONOR SYSTEM FOR BOOKS

In order that financial considerations may not prevent American citizens from obtaining timely and authoritative information concerning world affairs, the World Peace Foundation is placing the distribution of its well-known and widely used publications on a unique honor system. Under this plan, a college, junior college, or public library may, upon evidencing its need, procure any or all of the existing World Peace Foundation books for whatever amount it can afford. Heretofore the books issued by the Foundation have sold at prices ranging from fifty cents to five dollars a copy. The necessary application forms may be procured from the headquarters of the Foundation at 40 Mount Vernon Street, Boston, Massachusetts.

## CALIFORNIA POLYTECHNIC DROPPED

By action of the California State Board of Education, the strong junior college department of the California Polytechnic at San Luis Obispo has been abandoned. Outstanding work in various fields had been done for several years and the work in aviation was particularly noteworthy.

## LOUISIANA PLANS

Information has been received that a movement is taking shape for the establishment of a public junior college at Lake Charles, Louisiana, in the extreme southwestern section of the state. Unusual success has attended the recently established Ouachita Parish Junior College, the only public junior college in Louisiana.

## CURRENT RECORD SUSPENDED

The *Current Record of Educational Publications*, which for the past two years has been composed of outstanding books and articles in the field of education selected and annotated by a nation-wide group of educational specialists, was suspended with the July 1932 issue. This action was taken with regret by the Office of Education owing to the necessity for severe retrenchment on account of the great reduction in the printing budget of the Office which was made by Congress for the coming year. One section of the *Record* was regularly devoted to junior college literature.

## PAINTING IS PRESENTED

A portrait of Dr. William H. Snyder, by Arnold Mountford, the gift of the 1932 graduating class to the Los Angeles Junior College, of which he is director, was recently unveiled by President Robert Gordon Sproul, of the University of California.

## TEXAS PRIVATE LIBRARIES

According to a report prepared by the Texas State Department of Education on the administration of libraries in fifteen private junior colleges in the state, seven employ a trained librarian on full time, and five on part time. Only three do not have any professional library service. The median amount spent for books in 1930-31 was only \$202. The median number of volumes added during the year was 200. The number of volumes reported at the close of 1931 varied from 3,183 to 6,389, with a median of 4,147.



### UNION IN JAPAN

From a review in the *Missionary Herald* of "Christian Education in Japan—A Study," the report of a Commission on Christian Education in Japan, the following extract is taken:

One possibility in the way of making possible such experimentation is by the union or correlation of institutions of different denominations in the same area which are now more or less duplicating their courses. This seems to apply especially to a number of girls' so-called junior colleges, which are to a large extent continuation or post-graduate courses following girls' high schools, developing without reference to any general plan. The Commission believes that such a combination wherever possible will enable the schools to reduce their combined student bodies to the point where they can do more effective scholastic and Christian work than at present when they have to take in enough students to maintain the school regardless of standards of work. In the men's colleges, it is hoped such arrangements will help to provide for the missing science and other departments by mutual agreement between the schools concerned.

### JOHN TARLETON PLANT

John Tarleton Agricultural College, at Stephenville, Texas, has a 40-acre campus and a 500-acre farm on which practical instruction is given. It has twenty buildings, including a \$100,000 agricultural building, a \$15,000 dairy barn, a \$60,000 central heating plant, a \$100,000 dormitory for young women, a \$65,000 dining hall and kitchen, a gymnasium with all modern conveniences, and a \$110,000 auditorium.

### LEGALITY IN LOUISIANA

On November 9, 1928, the Ouachita Parish School Board organized the Ouachita Parish Junior College District and on the same date called a special election to be held in the Ouachita Parish Junior College District for the purpose of voting a special tax of one mill for a period of ten years for the construction, equipment, operation, and maintenance of a junior college. The election was held on December 12, 1928, and resulted in an overwhelming majority for the special tax and the junior college. Two taxpayers filed suit to test the constitutionality of Act 173 of 1928, the Junior College Law, and the validity of the tax voted; and the Supreme Court of Louisiana sustained the validity of the law and the tax in an opinion rendered on the second day of December, 1929.

### RECORDS OF EVELETH GRADUATES

A study has been made at Eveleth Junior College, Minnesota, of the first-year scholastic records made by graduates who have attended the University of Minnesota over the five-year period from 1925 to 1930. The percentage securing each of the five grades was as follows: A, 6.4 per cent; B, 21.2 per cent; C, 48.3 per cent; D, 19.1 per cent; and E, 4.9 per cent. Thus 75 per cent of the grades of Eveleth Junior College transfers were above D for the first year of their work at the University of Minnesota.

### HOUSEHOLD MANAGEMENT

A course in household management for boys only is offered this year for the first time at Fullerton (California) Junior College.

**"GLORIFIED HIGH SCHOOL"**

From the *Panther Cub*, the student paper of Johnstown Junior College, Pennsylvania, the following editorial is taken:

It is time that the Johnstown Junior College be recognized as a part of the University of Pittsburgh rather than as a "glorified high school." There are many people in Johnstown and the surrounding towns who actually believe that our junior college is but an extra year or two of high school—a place where high-school graduates are harbored for two years before being thrust onto a large university campus. The junior college is real and the sooner the people of Johnstown recognize it as such the more rapid will be its development into a complete university bringing to Johnstown the culture and prestige that accompanies such an institution. The professors are real. They are all men who have had experience on campuses from the Pacific Coast to the Atlantic. Furthermore they treat the students as men and women just as the professors at the largest universities treat their students. In the junior college the student is further privileged by having a personal contact with his instructor which is impossible to obtain in a university where each professor has hundreds of students under him. Does that sound like a super high school?

**UTAH LOWER DIVISION**

Beginning with the autumn quarter, 1932, all freshmen enrolling in the University of Utah, except those entering the School of Mines and Engineering, will register in a new administrative unit to be known as the lower division of the university. It is contemplated that in 1933, or later, the lower division will be extended to include the sophomores as well as the freshmen. This re-

organization comes as the result of much discussion and deliberation by the faculty and by the board of regents. Upon the satisfactory completion of two years of approved work the student will be awarded a certificate of graduation from the lower division. This certificate may or may not admit the holder to the upper-division schools, depending upon the degree of excellence of his work and the courses which he has pursued.

**JOINS MILLSAPS SYSTEM**

Grenada College, Grenada, Mississippi, which has been a four-year college for women since the middle of the last century, has abandoned its upper two years of work and joined with Whitworth and Millsaps colleges in Mississippi in what will be known as the Millsaps System of Colleges. Grenada now joins with Whitworth in doing junior college work exclusively, students who desire to go farther then transferring to Millsaps. This arrangement is similar to that worked out in Texas in the 'nineties under the Baptist Church. The Millsaps system is under the auspices of the Methodist Episcopal Church, South.

**NEW JERSEY PLANS**

Recommendations to the New Jersey State Legislature have been submitted by the Board of Regents of Rutgers University that a State University be established to embrace all public education. The proposed University will consist of junior colleges, colleges of liberal arts, technical schools, professional schools, and at some future time normal schools and teachers' colleges.

## Across the Secretary's Desk

### PAST PRESIDENTS—J. THOMAS DAVIS

The state of Texas has contributed largely to the development of the junior college movement. Not only have large numbers of junior colleges of various types been established, but a number of prominent leaders in junior college thought and practice have made their contribution in Texas. Outstanding among these leaders is J. Thomas Davis, the ninth president of the American Association of Junior Colleges.

The consistent growth and development of John Tarleton Agricultural College, Stephenville, Texas, is due in large measure to the wise leadership of its presiding officer, Dean Davis. For the past thirteen years he has directed the affairs of this institution which is a state junior college, operating under the control of the Agricultural and Mechanical College of Texas. At the beginning of his administration, Dean Davis adopted the four-year type of organization, which is still followed.

Dean Davis was born in Heard County, Georgia, May 2, 1880. He was educated in the public schools of Texas and received the Bachelor of Arts and Master of Arts degrees from the University of Texas and the Bachelor of Science degree from the Texas State Agricultural and Mechanical College. He received the honorary degree, Doctor of Laws, from Howard Payne College in 1926. His professional experience included rural and city schools and both teaching and administration in higher institutions.

Dean Davis' administration of the Association was characterized by greatly increased attendance at the annual meeting and the promotion of a sympathetic and cordial relationship between the junior colleges and

the regional accrediting agencies. Those who attended the meeting at Fort Worth recall the happy manner in which Dean Davis presided and the wholesome spirit of good will that prevailed.

DOAK S. CAMPBELL

### THE NEXT ANNUAL MEETING

The next annual meeting of the American Association of Junior Colleges will be held in Kansas City, Missouri, February 17-18, 1933. The Executive Committee believes that the date and place will be satisfactory to a majority of the members of the Association. At the meeting in Berkeley two years ago it was decided that the meeting should be held immediately before the annual meeting of the Department of Superintendence of the National Education Association and approximately within a night's ride of the city in which the Department's meeting is held. This will enable junior college executives to attend both meetings on a single trip. At the same time the Association can hold its meeting without the confusion that results when a number of meetings are being held at the same time.

The headquarters will be in the Muehlebach Hotel, where all sessions will be held. Reasonable rates are quoted by the Muehlebach as well as by a number of other excellent hotels within easy walking distance of the headquarters hotel.

Detailed announcement of the program will appear in a later issue of the *Journal*.

There has been too little free experimentation in the domain of junior college organization and administration.—*Carnegie Report on State Higher Education in California*.

## Reports and Discussion

### UNIVERSITY OF MINNESOTA

The newly organized Junior College of the University of Minnesota opened in September with an enrollment of several hundred students. The curriculum of this new school of the University is quite unique and offers many suggestions to independent junior colleges who wish to get away from the severely university preparatory type of offerings.

The plan of the Junior College calls for a two-year rounded education for that half of the University of Minnesota students who do not at present graduate from a four-year or longer course of study. As Dean Ford stated in his announcement of the Junior College in February of this year, "We know that only approximately fifty per cent of entering students reach graduation. We know that in the first two years there are from 1,800 to 2,000 students who do not pass into the junior year. We know that there are some who may even put in four years or more and graduate who would be equally well served and equally well prepared for the part they will play in their communities by two years of work so directed that it would serve this purpose. And we know that if this can be done it will be at a great saving of time and money to them and to the state."

In considering the widely varied needs and abilities of these 1,800 to 2,000 students who do not pass into the junior year, we may ask pertinently what profit they received from their short-time attendance in established colleges compared with what we plan to offer them in the Junior College. Heretofore, these people have had only fragments of a four- to seven-year education. They have been given beginning courses in this and that—foundation work for a long cumulative scholastic experience and training. They have been started out on a specialized program. It is valid to maintain that specialization is entirely profitable

only when the long process of training is completed. Because with this large group the process is incomplete, they are likely to suffer from confusion. They cannot, in effect, see the woods for the trees. In consequence, it seems necessary to offer these students a mountain-top view of man's thought and his activities. It is on this basis that the Junior College curriculum is being built.

We may lay it down as a principle that we are intending to give students of the Junior College as concrete, general, vivid, and realistic a picture of themselves and the world they live in as can be devised. For example, the course being planned in human biology is to set forth for them in detail the make-up of their own physical machines. This course will run for three hours a week throughout the year. It will begin with cell and tissue growth, continue on to vertebrate structure and the theories of heredity, evolution, and genetics in the animal kingdom up to man; and will then consider the human physical machine from the physiological, biological, anatomical, chemical, and bacteriological points of view; and then on to the broader aspects of personal, family, and public hygiene and preventive medicine.

This course will be paralleled by a year's survey of physics and chemistry, in which it is planned to satisfy the curiosity of the student concerning the physical world in which we have our everyday life, to offer him an appreciation of the philosophy of science, and to give him considerable information of the fundamental chemical and physical things with which he is in daily contact. It will deal with sound and light, with vision, with electricity, with chemistry in familiar objects such as paper, rayon, lumber, cloth, and photographic film.

The problem of man's mental make-up and his behavior will be attacked by two courses in psychology—one in the developmental field dealing with the college student and his problems, his growth and behavior in childhood and in adoles-



cence, and the later problems that will face him as an adult within the family, and the mental reactions in the marriage and family circle; the other dealing with individual differences, personality patterns, extra-family and business relations and behavior, and abnormality.

There will be given a course in the formation of public opinion, which will deal with the effects upon the individual and upon social groups of the daily newspaper, the radio, the movies, and other forms of advertising and propaganda.

In other courses the focus will change from what man is to what man does. A course is being planned by the home economics, horticulture, engineering, and architecture departments on home planning and management. The architects will discuss the planning and the building of the home; the horticulturists, its landscaping; the engineers, its heating, lighting, and ventilating; the home economics instructors will take up the vital problems of decorating, budgeting, buying for and feeding the family within the home.

Agriculture is offering a course in the conservation of natural resources, dealing with water power, mines, oil, land economics, and the basic wealths to be found in animals, birds, fish, and plant and forest life. Into this course will be woven the philosophy of conservation.

The various branches of the Engineering College are co-operating to offer an overview of basic engineering processes, revealing the problems of engineering in the development of great dams and bridges, of highways and sewage systems, of city zoning and planning. The architectural engineer will consider the construction of giant buildings; the mechanical engineer, the devising and building of everything from children's toys to battleships and monstrous steam shovels; the electrical engineer, problems of power and light, and the electrical gadgets by which we run our homes, transport ourselves, or make the most minute and delicate measurements; and the aeronautical engineer will outline for the interested layman the whole field of man's high adventure in the development of aircraft.

The faculty of the School of Business Administration is planning a year's survey of the vast business machine which is put into operation every time any one of us makes a purchase. This will deal with the methods of manufacture and distribution, with problems of finance, money, banking, and credit, with stocks and bonds, and the markets in the great financial centers of the world, with foreign exchange, and international business dealings.

History and the social sciences are combining to offer a variety of these mountain-top courses. One, the "Background of the Modern World," will consider the happenings of the present in the light of historical development. It will cover the period since the Renaissance with the purpose of making the twentieth century intelligible. Italian fascism, Russian communism, England's abandonment of the gold standard, and many more such topics have their roots far back in medieval times, and these will be traced to their origins. Political science is planning courses in both United States and world politics. A third course will deal with strictly current history so that every week, every month, world affairs will be explained in the light of their most recent developments.

A course in the introduction to the mathematics of business and everyday life will present selected topics from elementary business, finance, investment, depreciation, borrowing, various loan plans, and installment-plan buying.

A course will be offered in "How to Study" for all those who feel that, despite their school experience, they have not yet learned enough about the right and efficient methods which increase learning capacity, and clear memory, and recall of things learned.

A course will be offered in descriptive astronomy to acquaint students with the features of the heavens, with the moon and sun, with the midnight sun, and eclipses, and shooting stars, and with such information as is available upon such questions as: Can there be life on other planets? and What will be the fate of our earth?

The understanding and appreciation of things beautiful will not be neglected

since a course is planned for the survey of the fine arts. In this, a study of the moving pictures from the day of the old flicker to the silent picture and to the "talkies" will be followed by a survey of the stage. In the second quarter, the graphic arts of painting, sculpture, and etching will be presented and followed in the third quarter by an analysis of current and classical music.

A course in English will deal with the problem of college students' reading and writing. The approach in this course will be practical, and students will be trained to write letters, petitions, reports, applications for jobs, and to gather materials from the library for the preparation of their writing.

Other courses in plant, insect, and bird life, in the earth sciences, in geology, geography, and anthropology, and in the social sciences will be developed as student demand requires.

As President Coffman has said, "The Junior College is a new experiment, an adventure in the field of higher education. It is intended to provide a superior intellectual opportunity for a body of university students whose needs cannot now be adequately met by the existing organization of the University. It will succeed or fail in terms of its service to students. Its courses will be open to the most gifted student in the University. Any student will be privileged to elect membership in the Junior College."

Although junior college courses are to be taught in large classes, ample provision will be made for the counseling and guidance of individual students in this college. The director and his assistants and some of the members of the Junior College faculty will have office hours open by appointment to consult with students on their personal, educational, and vocational problems so that no student need feel bewildered and adrift in the laying of his immediate and future plans.

#### CALIFORNIA CONFERENCE

A special conference on junior college problems was held at the University of California at Los Angeles during the week of July 5-11. It was directed

by Dr. Merton E. Hill, professor of education in the University of California, and was attended by a large number of administrators and others interested in the variety of problems which were discussed. The outstanding impressions of the conference follow.

(1) The undoubted centering of the interest of the junior college in the students to be served by those institutions; (2) the sincerity and enthusiasm of the people engaged in directing them; (3) a frequent disagreement on terms but never on ultimate purpose or service; (4) a sense of the need for the evaluation of general services and responsibilities with continued freedom for experimentation in methods; (5) the close relation between the community and its junior college.

The chief specific problem which kept raising itself had to do with the core curriculum for social intelligence—the major responsibility of the junior college. The working out of the actual courses and study problems that will achieve the results implied in the term "social intelligence" seemed to be an immediate and important responsibility.

The other specific problem of great importance, as revealed particularly in the informal discussions during the conference, concerns the content and nature of the specialized vocational courses. It will be relatively simple to determine upon the content and nature of those which are to serve strictly local needs; but what of the rather large number of students in many districts who will have to be absorbed by industry or commerce outside the local district?

A dozen lesser problems were raised, such as the maximum teacher load that will not impair teaching efficiency, the relative merits of survey courses and intensive courses in realizing certain aims, and others. The following brief summaries of the addresses presented will set forth these

problems and show how some colleges are meeting them.

*Evaluation of credits.*—Dean W. T. Boyce, of Fullerton, gave his chief attention to the complexities attendant upon the evaluation of the credits of junior college students who expect later to transfer to the universities. He presented a form of memorandum concerning entrance units and explained methods of removing deficiencies. The general discussion which followed brought up other difficulties of evaluation, such, for example, as the relative value to be assigned for grades and units for students in schools with X, Y, Z sectionings.

*Development of educational organization.*—Director George Merrill, of Lick, Wilmerding, and Lux Junior Colleges, gave an account of the historical development of the common school and of the state university in California and showed the upper extension of the one and the downward extension of the other into the junior college. He advocated the expansion of occupational curricula in the junior college and the 6-4-4 plan of organization.

*Plan for counseling students.*—The plan of Dr. J. W. Harbeson, of Pasadena, included the assigning of a full-time counselor for each five hundred students, clerical help to keep records to date, the use of a cumulative record card, and a method of procedure. He recommended that the counselor be free from disciplinary responsibilities in order to have no handicaps in maintaining friendships. He recommended private offices for each counselor for all conferences. Dr. Harbeson gave an account of the set-up of the plan at Pasadena where the counselors carry the students through their full attendance at that four-year institution, and he also gave concrete examples of the functioning of the plan.

In the discussion that followed questions were raised concerning the ex-

pense of the plan, the amount of success a counselor of five hundred might be able to have, and the interrelations between counselor and advisers in extracurricular activities.

*Follow-up studies.*—Dean Grace Bird, of Bakersfield, discussed the topic of follow-up studies from the point of view of their measuring the success of the junior college's educational function. She first pointed out the limitations of follow-up studies that yield objective data since such studies do not measure the social contributions, the life outlook, the capacity for experience, or the appreciations of its students. She then discussed the importance, within their limits, of academic and occupational follow-up studies, pointing out things that may be learned from them and desirable additions or modifications they may indicate should be made in curricula, specific course content, or standards in junior college offerings.

*Administrative problems.*—As Principal F. S. Hayden presented his topic, he also presented a philosophy of junior college education which emphasized individualized education and training and inspiring to a better social citizenship. He discussed administrative problems under three main topics: the curriculum, the faculty, and the students.

*San Joaquin Valley Association.*—Dr. O. C. Baker, of Modesto, discussed the many-sidedness of junior college education. He showed how the Association recently formed, embracing high-school administrators in the north San Joaquin Valley, teachers and department heads in junior colleges and in high schools, had begun activities in the interests of co-ordination and of mutual understanding of the various phases of education represented.

*Extension courses.*—President J. B. Griffing, of San Bernardino, believes that the responsibility for intellectual leadership in a community rests on the most advanced educational unit in

that community. He believes that it is the civic duty of each member of the staff of that institution to give his time to civic responsibility. The extension-course program is one way of realizing these duties. Besides actual extension classes, which last year served more than four thousand at San Bernardino, he pointed out other ways in which his junior college served these extra-educational desires of its community. The junior college staff helped with a community planning of a cultural program. They cooperated with the other organizations in their educational programs. The junior college also seeks to protect its community against educational exploitation. He pointed out that the trends in relative interests were toward the general cultural (96 per cent) as opposed to the occupational (4 per cent) during the past year. He also called attention to the fact that 57 per cent of the adults enrolled during the past year had already had some college training.

*Co-operative courses.*—Mr. H. H. Bliss explained the co-operative course plan at Riverside, in which the student is engaged alternately in occupation, in industry, and in study in the junior college in six-week periods. He pointed out the success of such students in both fields. He discussed the difficulties of programming the work where small numbers do not warrant separate co-operative classes. The high entrance requirements of co-operative courses and the double check on student industry were named as contributing reasons to the success of the work. Attention was called to the necessity of having a superior co-ordinator. It takes the co-operative student at least one year longer than normal to complete junior college graduation.

*Survey courses.*—Dean McKee Fiske, of Santa Ana, defined "survey course" by contrasting it with "introductory course," "orientation course," and the type of survey course developed at

Stephens College. He emphasized its comprehensive as opposed to its intensive value. He called attention to the growing numbers of such courses that are being offered in junior colleges and lower divisions of universities.

*Development of standards.*—Dr. Nicholas Ricciardi, of the State Department, presented the new standards he proposes for junior colleges. He was emphatic in pointing out that the standards are for the purpose of establishing minima and fixing ideals. The State Board of Education is to be the agency of accreditation. Exemption from any of the standards may be permitted by the State Board if evidence is submitted to justify the exemption. The standards proposed cover ten items: minimum curriculum, admission, teaching staff, class size, library, guidance, records and reports, campus and buildings, and success of students.

In the discussion which followed Dr. Ricciardi's report objections were presented or questions were raised concerning the proposed standards for class size, teacher load, teacher-training requirements in such fields as physical education, the ranking of the librarian, and the guidance program.

*Junior college faculty.*—Principal C. S. Morris, of San Mateo, laid particular emphasis on the qualification of junior college instructors to guide the development of the youth into a better social being. He listed the general qualifications for teachers to meet the requirement of this service as including (1) latent ability supported by adequate academic training, (2) experience in participation in the affairs of democratic life, (3) disposition, and (4) belief in youth.

*Problems of admission.*—Both Directors of Admission (Dr. C. H. Robison, of the University of California at Los Angeles, and Mr. Hugh Willetts, of the University of Southern California) explained that the chief concern



of their offices was the acceptance (not rejection) of all students capable of profiting by the kind of training offered by a university. They discussed the policies of each of their universities. Dr. Robison gave several examples of committee action. Certain problems of co-ordination of work in specific fields were presented. The general impression given was one of liberality and co-operation on the part of the universities toward junior college transfers.

*Future of the junior college.*—In the symposium participated in by Principal O. S. Thompson of Compton, Principal A. L. Van Dellen of Ventura, and Principal W. F. Barnum of Santa Monica, the following major philosophies and predictions were advanced:

(1) The junior college movement is based on equality of educational opportunity; the junior college must serve all youth. (2) The junior college is a part of secondary education and will be the capstone of the common school. This will bring about larger districts and more state support and control. (3) The chief function will be education for social intelligence (social understanding and occupational efficiency). (4) Methods will be changed to meet the requirements of these more clearly defined objectives. (5) Guidance programs and placement work will take on increased importance with better co-ordination between commerce, industry, and further education. (6) The people will be brought to a better understanding of the distinctive services of the junior college. Mr. Barnum predicts that by 1940 the general question asked of the applicant for a job will be: Are you a junior college graduate?

*Community service.*—Superintendent A. L. Gould, of Los Angeles, believes it is the function of the junior college to serve its constituencies. He believes it should have an individuality of its own which is in sympathy with its environment. Each should

have an effective department of co-ordination and placement. The junior college graduate should emerge with a skill and an understanding of economic life.

*Relations to public education.*—State Superintendent Kersey discussed this topic from two points of view: (1) the recommendations of the Carnegie Commission, and (2) an introspective look at the junior college. An introspective look at the junior college reveals, in general, evidence of inadequate guidance, need for a better co-ordination between high school and junior college on the one hand and junior college and business or the university on the other, and a more equitable distribution of both costs and opportunities. He pointed out the need for new planning to meet clearly recognized responsibilities in training for citizenship and productive living.

GRACE BIRD

BAKERSFIELD JUNIOR COLLEGE

### THE CARNEGIE REPORT\*

The first section of this report on "The Organization of Education" deals with California junior college problems in a statesmanlike fashion. The anomaly of dual control by the Board of Regents of the University and the State Board of Education is obviated in part by the recommended creation of a State Council for Educational Planning and Co-ordination with partial interlocking membership, the Commission having considered and abandoned the plan for a super-board to distribute functions, make budgets, and perform other administrative duties.

Two other sections of the report are particularly significant. In the discus-

\* For other comments upon "State Higher Education in California"—the report of the Carnegie Foundation Survey Commission—see the October issue of the *Junior College Journal*.

sion of five desirable types of courses which the junior college should offer, special emphasis is put upon cultural courses for civilizing and the development of social intelligence. It is pointed out that the worst feature of the present junior college work is that the majority of the enrollment is permitted to take pre-academic offerings, which should be reserved for the higher ranges of intelligence in preparation for a life devoted to research, scholarship, or teaching. An exception to this condition is cited in the Los Angeles Junior College. It is recommended that the main emphasis of junior college education should be upon curricula organized to round out free, universal, common-school education by giving those points of view and attitudes as well as necessary information and skills essential to happy and successful membership in a democratic society.

In the second place, necessity for better personnel work including individual counseling is found in the fact that intelligent decisions must be made, not only on lines of advancement through the curriculum for common schooling, but at the close of this period, which coincides with the usual junior college course, possible advance into university work must be considered. The Commission places responsibility for the preparation of personnel workers on the university.

Perhaps the outstanding contribution to education in general is found in the clear way in which the Commission differentiates between common and specialized schooling, placing the point of transition at the close of the junior college period. It is recommended that the first task of the junior college curriculum school be to round out the secondary part of this offering, through terminal courses for general citizenship. To this end, the granting of an Associate in Arts title is recommended which calls attention to the completion of this unit and which

ought to correct the present impression that universally offered general education includes four years of college work and the Bachelor's degree. A preference is expressed for the 6-4-4 plan of organization, as making possible a more unified group of offerings above the elementary school, and the prediction is made that this should become 6-3-3, the last three years being designated as "college" and the middle period the "high school." This would save two years of time now wasted on general education, as compared with like offerings in Canada and Europe. The Commission recommends that the main purpose of the junior college be considered to be to serve the community of its location as the final part and capstone of common civilizing education. This will leave to the university the task of preparing selected individuals to serve in certain occupational groups and in the professions.

The report is a distinct contribution to the problem of a professional definition of the units of public education in America, and should guide in an effective reorganization of higher education in California.

FREDERICK L. WHITNEY  
COLORADO STATE TEACHERS COLLEGE

The rapid extension of public higher education through universities, land-grant colleges, teachers colleges, and, now, junior colleges is merely another way of declaring the interest which the public has in the conduct of higher education as well as in other phases of social life.  
—PRESIDENT GEORGE F. ZOOK, University of Akron.

The vitality of the junior college movement seems to demand that this new unit be given a prominent place in our family of educational institutions.—LEONARD V. KOOS.

## Judging the New Books

Edited by John C. Almack, Stanford University

ERNEST HATCH WILKINS. *The College and Society*. The Century Company, New York. 1932. 175 pages.

President Ernest H. Wilkins of Oberlin College is one of the not too numerous company of college administrators who refuse to permit administrative machinery to obstruct their view of educational horizons—forward no less than backward. Those who have heard or read his addresses, lately as President of the American College Association, or know his earlier book, *The Changing College*, need no urging to attend when he offers “proposals for changes in the American plan of higher education.” This book is, in the opinion of the writer, quite the most significant contribution toward the intelligent reorganization of college education to meet the increasingly urgent needs of the times, that has been made in many moons.

What are his proposals? Briefly, these: The four-year college has always been essentially an institution for professional or pre-professional training. With the spread of secondary education and the increase of economic ability has come “a rising tide of students” to flood the college. Many, perhaps most, of these are neither fitted for nor interested in professional training of the character offered by the existing college. They commonly look forward to a future in business or in the home and wish to spend the period intervening between high school and entering upon these

responsibilities in the way regarded as most beneficial personally and approved socially, namely, in attending college. For those seeking professional preparation, the colleges are fairly well adapted; for the others, very poorly adapted. And yet, if these latter can be given an education adapted to their needs as individuals and as members of modern society, it is obviously desirable that they should have it. What education is appropriate for them? They should be provided a new type of college designed to prepare them to function properly in the five fields of social living: home life, earning, citizenship, leisure, philosophy and religion. In addition, they should have training in the fundamental tool subjects and in health, hygiene, and social-mindedness. President Wilkins offers a curriculum arranged according to the five fields of social living, plus those of health and mental tools. This curriculum includes much now offered in various colleges, but it is enriched by considerable additions and innovations, including such matters as home life, individual finance, voluntary civic organizations, studio and practical work in the fine arts and music, and integrating philosophy, science, and religion. The curriculum offered would require the full time of a student for ten years or more to cover, but the familiar principles of distribution and concentration are invoked to bring the student to graduation at the end of three years, when, it is inferred, he will have acquired the essentials for an orderly, intelligent life in present-day society. The degree of Laureate in Arts is proposed.

By relieving them of the responsibility for non-professional students,

existing colleges would be enabled to raise standards and to give to the fit and ambitious students who remain a quality of instruction distinctly superior to any offered now. These pre-professional students should, nevertheless, be given, although in two years instead of three, substantially the same basic preparation for life as those in the general college. This would be accomplished by dividing the four-year college into upper and lower divisions, as is already widely done, devoting the first two years primarily to the five fields of social living, and the third and fourth "to an endeavor to further the maintenance and development of human society."

General colleges, President Wilkins thinks, might be founded as new institutions by benefactors, or by municipalities and college districts along lines of existing public junior colleges. It is suggested also that two types of colleges might, with "a minimum of difficulty and a maximum of appropriateness," transform themselves into general colleges: the separate junior college, and the insufficiently endowed four-year college. "The three-year general college, with its rich and distinctive program for social living, would seem to offer to the existing junior college just what it needs to become a strong and thoroughly serviceable institution." And last, but not least in these times, the cost of the general college would be significantly less than that of the present departmentalized four-year curriculum.

One might cite Harper, Eliot, and others more recently, to show that the idea of a general college, even a three-year college, between secondary school and university is not new. Indeed, junior colleges and semi-detached lower divisions have been conspicuously announced to give general education of socially useful character, and with almost equally conspicuous uniformity they

have adhered substantially to the traditional pattern of subject-matter and method characteristic of the first two years of the four-year college and university. There are, of course, exceptions—Stephens, Bennington, Rollins, Chicago, and other experiments and innovations. But read any of the recent studies, for instance, the *Survey of Higher Education in California* and see how little has actually been done by junior colleges toward socializing their curriculum, that is, toward fitting students for life as a whole in the modern world. Their students have been fitted admirably for admission to university upper divisions, where part of them actually go. Some have been given training for vocations. But in the main, general education as practised in junior colleges and lower divisions to date is preparatory to advanced professional study, and is not the socialized curriculum proposed by President Wilkins.

It is the experience of the writer that students are eager for an authentic and understanding introduction to life; for lack of it, to quote John Erskine's apt phrase, "In our colleges, in spite of the medieval grip on them, the youngsters bootleg life." They would rather have it legitimately. That the average college graduate, whether from technical or "cultural" field, has little more capacity than the non-graduate to work out a satisfactory socialized life as a result of college experience is freely charged. In general it is no longer possible to distinguish the college graduate from others of similar community background by his social attitudes, prejudices, or interests. Despite what remains of the glamour of a "college education," faith in its



utility as a social agency has not been strong enough to protect higher education from serious and in some quarters demoralizing attack during the past year. In this time of stock-taking in higher education, these proposals of Dr. Wilkins are extraordinarily pertinent.

It is to be hoped that the frankly tentative details of the program will not interfere with serious consideration of the basic proposals. Only research and trial, in co-operation with other levels in the educational process, will settle what is the proper length of the course, and the optimum curriculum and method. What is needed are practical experiments in separating general from pre-professional students and in organizing for the former a student-centered curriculum articulated with life.

One reason for the failure of existing institutions to achieve the social objectives so often and sincerely announced has been the absence of a well-thought-out practical program. This definite separation of socialized general education from professional preparation, together with a concrete curriculum, is President Wilkins' contribution.

KARL ONTHANK

UNIVERSITY OF OREGON

MARIE GILCHRIST. *Writing Poetry*. Houghton Mifflin Company, Boston. 1932. 126 pages.

The author has had experience both as a writer of poetry and as a director of a group of high-school students who desired to form "a poetry club." It is of interest, therefore, to note the development and treatment of the subject, the art of writing poetry.

In the first part of the book, Miss

Gilchrist names and interprets five of the elements which she considers most fundamental to poetry—language, imagery, rhythm, sound, and form. Some of the terms have a content peculiar to poetry; these she explains and illustrates aptly in various ways. She tries to show that poetry is an expression of the beauty one finds in one's environment, and concludes the first part of the book with an attempt to put into words her idea of that intangible quality which distinguishes poetry from mere verse.

The second part of the book is a collection of poems written by the members of the Stevenson Room poetry group of the Cleveland Public Library. The reader will note that the student writers who compose the group have learned really to express themselves through this best available medium, verse. They have also contributed the fresh vision of their own personalities.

Miss Gilchrist writes vividly, employing imagery wherever word pictures will best express her meaning. She writes simply, but in a way which poets find very interesting. Only the most important aspects of the subject are dealt with, and the details which the amateur can learn later are omitted.

The book will be of value not only to teachers of groups such as the Stevenson Room poetry group, but also, and more especially, to those who are new to the art of writing poetry. To such, the book provides encouragement and help of the kind most needed. It provides the sense of direction for which many would-be poets are aimlessly seeking.

MARTHA HAEERLIN

POMONA COLLEGE

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- Unpublished Master's thesis at Stanford University. Outlines ten districts, containing 98 per cent of the high school enrollment and 96 per cent of the wealth of the province. By criteria suggested, conclusion is reached that in three of these, Vancouver, Victoria, and New Westminster, efficient and adequate junior colleges could be established; in five it is doubtful; in two none of the suggested standards are met.
2217. KOOS, LEONARD V., and KEFAUVER, GRAYSON N., *Guidance in Secondary Schools*, Macmillan, New York, 1932, 640 pages.
- Contains three valuable chapters on "Informative Practices in the Junior College"; "Securing Information Concerning Students in Junior Colleges"; and "Organizing Guidance Service in the Junior College." Based upon detailed information secured from 52 junior colleges in ten different states. For review see *Junior College Journal* (October 1932), III, 57-58.
2218. LEASE, LELAND J., "Equipment for Teaching Physics in the Junior Colleges of California," Stanford University, California, 1932, 71 pages, 18 tables, bibliography of 12 titles.
- Unpublished Master's thesis at Stanford University. A detailed selection and classification of apparatus for 104 experiments in a freshman course in mechanics, heat, magnetism, electrokinetics, light, and sound. Recommended list of lecture room and general apparatus totals \$3,347; of individual laboratory apparatus for experiments, \$2,597, making a total of \$5,946.
- \* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.
2219. MACCRACKEN, JOHN HENRY, *American Universities and Colleges*, Williams and Wilkins Co., Baltimore, 1932, 1,066 pages.
- Includes a summary of junior college statistics for 1930-31 (p. 25) and 1930 standards for junior colleges as adopted by the American Association of Junior Colleges (pp. 1002-4).
2220. MCKENZIE, JOHN HARRISON, *A Follow-up Study of Students in the Junior Colleges of Michigan*, Chicago, Illinois, 1931, 29 tables, 2 figures, bibliography of 25 titles.
- The purpose of this investigation was twofold: (1) to determine the type of students who have attended public junior colleges in Michigan; and (2) to study the relationship of the training of the students to their subsequent educational and occupational life.
2221. MALOTT, J. O., "Commercial Education," Chapter v of *Biennial Survey of Education in the United States, 1928-30* (Bulletin 1931, No. 20), pp. 32-34.
- "Until recently the junior college has not been an important factor in the program of education for business. Recent studies emphasize the fact that the need for terminal commercial curricula on the junior college level is many times greater numerically than the need for four-year curricula in the collegiate schools of commerce."
2222. MITCHELL, S. L., "Spanish in the Junior College," *Hispania*, XIV, 115-20.
- Discussion of how the objectives may best be realized in the junior college.
2223. MORGAN, M. EVAN, and CLINE, E. C., *Systematizing the Work of School Principals*, Professional and Technical Press, New York, 1932, 374 pages.
- Designed as a handbook for the use of elementary and secondary school and junior college executives and their assistants.
2224. MUNCY, C. F., "Non-Resident Average Daily Attendance of District Junior Colleges, 1930-31," *Califor-*

nia Schools (July 1932), 240-44, 3 tables.

Shows that in the district junior colleges of California 41 per cent of the attendance is from outside the district. There has been no appreciable change in the past three years.

2225. PALMER, ARCHIE M., "Summer Offerings in Higher Education," *Journal of Higher Education* (June 1932), III, 309-14.

Includes information on offerings of courses on "The Junior College" in American universities during the summer of 1932.

2226. PHI SIGMA NU, "The Junior College," *The Phi Sigma Nu* (Spring, 1932), I, 31-32.

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2227. PROSSER, MARY ROSE, "Cotney Junior College for Women," *P.E.O. Record* (August 1932), XLIV, 8.

Brief historical sketch and announcement of plan to abandon academy work, making the college exclusively a two-year junior college.

2228. REEVES, FLOYD W.; RUSSELL, JOHN D.; GREGG, H. C.; BRUMBAUGH, A. J.; and BLAUCH, L. E., *The Liberal Arts College*, University of Chicago Press, 1932, 715 pages.

An extensive treatment in seventy-two chapters covering all main phases of college organization and administration. Based upon a detailed survey of thirty-five colleges related to the Methodist Episcopal Church. Includes discussion of aims of junior colleges, competition of junior colleges and four-year colleges, and development as junior colleges.

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"The present regulations do not enable the university to benefit by the considered judgment of the junior college administrator. Personally I believe this to be a distinct weakness."

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2231. SCHUTTE, T. H. (editor), *Orientation in Education*, Macmillan, New York, 1932, 521 pages.

A volume of composite authorship by twenty-three writers covering the general education field. Intended as a textbook for introductory courses in education. Includes brief references to the 6-4-4 plan, junior college functions, and detailed statement of aims of 294 junior colleges as tabulated by Whitney (pp. 191-92, 202, 213-14).

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Report prepared by a committee of the National Federation of Modern Language Teachers. Discusses in detail, on the basis of information gathered from recognized experts in various fields, sixty kinds of employment in which the knowledge of one or more foreign languages is a primary requirement or a distinct asset in achieving success. Many of these are semiprofessional in type.

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2235. SHIRLEY, WILLIAM F., "Successful Use Proves School-Building Value,"

*American School Board Journal* (January 1932), LXXXIV, 52-54, 90 (7 figures).

Describes the various units and provisions of the combined junior college and senior high school building at Marshalltown, Iowa. Plans and illustrations given.

2236. STONE, ERMINE, *The Junior College Library*, American Library Association, Chicago, 1932, 98 pages.

Contains an introduction by Walter Crosby Eells. For review see *Junior College Journal* (October 1932), III, 58-59.

2237. SUZZALLO, HENRY (president), *State Higher Education in California*, Carnegie Foundation for the Advancement of Teaching, June 24, 1932 (multigraphed), 135 pages, 8 tables, 7 figures.

The report of the Carnegie Foundation for the Advancement of Teaching and Recommendations of the Commission of Seven. For summary and evaluation see *Junior College Journal* (October 1932), III, 30-46.

2238. TRENHAM, N. BRADFORD, "Educational Growth in California," *Tax Digest* (July 1932), X, 232-36.

Includes statistics of junior college growth in California since 1923 and discussion of costs.

2239. TRENHAM, N. BRADFORD, "Educational Growth in California," *Tax Digest* (August 1932), X, 277-85.

Includes consideration of junior college growth. "Whereas there were eleven junior college students enrolled per 10,000 of total population in 1925, there were 47 per 10,000 in 1931."

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Review of the test.

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Unpublished Master's thesis at Stanford University. An examination of the extent of fulfillment of Dr. Harper's suggestion that of existing small four-year liberal arts colleges 25 per cent

should survive, 25 per cent should perish, and 50 per cent should become junior colleges.

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Review of L. M. Chamberlain's *The Housing of Thirty Public Junior Colleges in the Middle West*, etc. See No. 2100.

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For abstract see *Junior College Journal* (April 1931), I, 440-41.



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